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NUMBER 3

Editor's Page: A Little LearningLewis Paul Todd 101

ARTICLES

- Intergroup Relations on Your ScreenEdward G. Olsen 107
The Colombo PlanHarry F. Bangsberg 111
Colonial VirginiaRalph Adams Brown and Marian R. Brown 114
Children's Reactions to Harsh Social RealitiesRalph C. Preston 116
Conflict Episode AnalysisFrank E. Wolf 118
Adding Zest to the Teaching of CitizenshipElaine Exton 121

ELEMENTARY AND JUNIOR HIGH SCHOOL SECTION

- Social Studies in Soviet Schools: Grades I-IVClarence Woodrow Sorensen 103

DEPARTMENTS

- What Other Journals Are SayingHarris L. Dante 125
Notes and NewsMerrill F. Hartshorn 126
Pamphlets and Government PublicationsManson Van B. Jennings 128
Sight and Sound in Social StudiesWilliam H. Hartley 130
Book ReviewsDaniel Roselle 136

SOCIAL EDUCATION is indexed in EDUCATION INDEX

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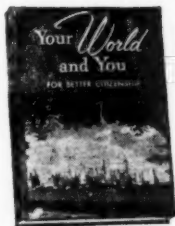


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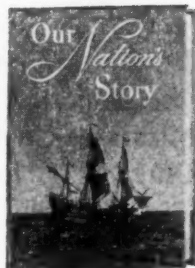
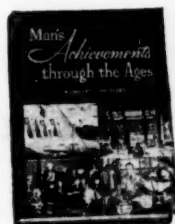
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Editor's Page

A LITTLE LEARNING

KUKRIT PRAMOJ of Bangkok, Thailand, author, editor and publisher of *Siam Rath*, a leading Thailand newspaper, arrived in San Francisco on Wednesday, November 25, 1958, only a little more than 24 hours before he was scheduled to appear as the speaker at the opening session of the NCSS convention on Thanksgiving evening, and when Merrill Hartshorn asked us if we wanted to sit in on the visitor's first press conference in this country we accepted with enthusiasm. The conference was held in Mr. Pramoj's suite on one of the upper floors of the Mark Hopkins Hotel on Nob Hill, and the scene from the window was breath-taking with the city rolling away far below us and the Golden Gate and the bay in the distance. But we managed only a fleeting glimpse of the world-famous view, for the visitor from Southeast Asia captured and held our attention from the moment we first shook hands and went through the formalities of introductions.

Oxford-educated Pramoj has been for many

years a powerful figure in his own country, and one needs only a few brief moments with him to understand why this is so. As one of the reporters put it when we were in the elevator dropping down to the lobby, "That man certainly knows his way around." Scholarly, widely read, worldly-wise, quick-witted, highly articulate in English—and, one may assume, in his own and other languages as well—Bangkok's Kukrit Pramoj is not going to be taken in by the glib phrase, the superficial observation, or the half-truth, not in the United States or in any other country.

We are spending too much time on the wind-up, a luxury one can't afford when he is writing to space, but we can't forego a brief comment on the exchange with which the conference opened. It went something like this. *Reporter:* (with a straight face, apparently testing the caliber of the man he was about to interview) "Do you have tigers in the streets of Bangkok?" *Pramoj:* (matching the reporter's seriousness) "Not at present.

IN THIS ISSUE

"This book is a phony. . . . The authors of texts that Root has not attacked should not feel hurt; he would have liked them no better, and the authors of the one text that Root occasionally praises ought, along with the believers in free enterprise, to consider suing him."—Erling M. Hunt in his review of Root's *Brainwashing in the High Schools* (p. 133).

"From beginning to end, the book is an illumination of the meaning of the problem-solving approach to all aspects of living and learning. . . . Perhaps . . . it is not fair to John Dewey to place his ideas against the crazy background of a fugitive present. We may say instead that when men are finally ready to apply intelligent inquiry to the solving of their problems—and if they never are, nothing more need be said—the thought of John Dewey will be there."—H. Harry Giles in his review of Geiger's *John Dewey in Perspective* (p. 132).

And while you are reading in the book section, you will not want to miss the answers seven United States Senators give to the question, "How can books on American Government be improved?"

"Soviet schools have no program that is comparable to the study of the lands and peoples of the world that typically appears at the fourth grade level in American schools. In its place is a rigorous and detailed study of the Soviet Union itself. . . . In the secondary school the pupil returns again and again to the study of the U.S.S.R. By comparison, relatively little attention is paid to the story of the peoples of other lands."—Clarence Woodrow Sorensen in "Social Studies in Soviet Schools: Grades I-IV" (p. 107).

The fact is Thailand is suffering from a scarcity of tigers. This has become a national problem, and the government is now developing a tiger-conservation program." *Reporter*: (still apparently serious) "What editorial position does your paper take on this issue?" *Pramoj*: "We're for the tigers." Then he smiled. Everyone smiled. The ice was broken.

From then on the questions were serious and to the point. Before long the reporters reached the subject of education, and Mr. Pramoj stated that with 65 percent of its people able to read and write Thailand was well ahead of the rest of Southeast Asia in the battle against illiteracy. But he didn't beat his chest when he made this announcement. "The literate man," he said, "is not necessarily an educated man. Literacy is only one step along the road toward education." Mr. Pramoj seemed to feel that a little learning could be at best a waste of time and at worst a real danger. He was concerned about those of his own countrymen who, having learned to read, could find no better use for their newly acquired skill than to read such books as the Thailand translation of *Peyton Place*. He was even more concerned about the irresponsible, unthinking person who reads only to support his own prejudices and who writes with the primary objective of inflaming his audience.

Mr. Pramoj was thinking of Southeast Asia, where the Communists are waging an intense campaign to capture the minds and the imaginations of hundreds of millions of people who have as yet taken only the first step along the road to education. But his warning that a little learning may be a waste of time and may indeed be dangerous has a wider application, for education is a serious business everywhere, and by no means least of all in these United States. Right now we are running scared, frightened half out of our wits, as we should be, by recent Soviet achievements in science and technology. We've taken one small step to strengthen our educational program with the adoption of the National Defense Education Act of 1958. But this is a small step indeed, even in the limited fields of science, mathematics, engineering, and modern foreign languages, and we still have a long, long way to go if our goal is an educational system capable of producing truly mature men and women who understand and cherish our heritage of freedom and who are intellectually equipped to defend the free way of life against all comers.

We are reminded of Mr. Pramoj's concern about the partially educated man (who is really

not educated at all) when we read Howard Mumford Jones recent book, *Reflections on Learning*. "Precisely as the joy of chemistry is not to do parlor tricks but to understand the constitution of matter," Mr. Jones writes, "so the joy of learning is not the ability to solve crossword puzzles and win money on television shows but the capacity to think greatly of man and about him and of the arts that best express him. . . . The concern of learning is with wisdom, with the maturities of thought; and its disciplines must, like the disciplines of science, be exacting. Its aim is comprehension, and in comprehension there lives for those who can catch some glimpse of it a bracing and eternal joy."

Mr. Pramoj is uneasy when he sees so many of the products of his country's schools reading the Thailand translation of *Peyton Place*. We should be equally uneasy when we hear that the average American has his TV set turned on 5½ hours each day, and when we learn that since 1945 the citizens of this land of the free and the home of the brave have spent more for the purchase and repair of TV sets than they have for the construction of new schools and colleges. And we have every reason to be alarmed when we are reminded of the disconcerting fact that an extremely high percentage of the American public does not read even one book a year.

And we should be even more alarmed when we consider that the one book some citizens may satiate themselves with in the course of a year may be an inflammatory volume of the kind Erling M. Hunt skillfully dissects for us in the Book Department of this issue of *Social Education*.

"Scholarship like science is difficult," Mr. Jones writes in the concluding paragraphs of *Reflections on Learning*. "Learning like the theory of science is even more exacting; and acquiring a humane point of view is one of the supreme achievements of the mind."

Respect for scholarship and the cultivation of a humane point of view are exalted goals for education. But they are proper goals, in Bangkok no less than in the United States and everywhere else that we find men cherishing what we like to refer to as "the American dream." Literacy is important, and the training of scientists and engineers is important, and the ability to speak foreign languages is important, but none of these is anywhere near as important as the capacity to distinguish between the true and the phony and, in Mr. Jones' words, "to think greatly about man."

Social Studies in Soviet Schools: Grades I-IV

Clarence Woodrow Sorensen

THERE is little mystery about the social studies program in the Soviet 10-year schools. Basic textbooks may be purchased without difficulty in the U.S.S.R.¹ Published curricula also are available. Essentially all schools in the U.S.S.R. follow the same curriculum and use the same instructional materials, translated into local language as may be necessary. And teachers in the Soviet system tend to follow, almost slavishly, the prescribed patterns.

The term "social studies" is really a misnomer when reference is made to Soviet education. In most instances there is a rigorous separation of subject from subject. In Grades I-III, concepts related to history and geography are developed in connection with reading. Yet beginning with Grade IV, history and geography are always taught separately.

In the Soviet Union, Grades I-IV make up the primary or elementary school. Secondary education begins with Grade V and ends with Grade X. Children enter Grade I at age seven. They attend school six days a week, 34 or 35 weeks a year. During the total 10-year program the total number of class hours is approximately the same as the total for the typical 12-year program in the United States.²

All schools in the U.S.S.R. must follow an official schedule which specifies the number of class hours that pupils must spend each week in each subject. Table I shows the schedule for the elementary schools of the RSFSR (Russian Soviet Federated Socialist Republic). This is also the basic plan for the entire Soviet Union, though slight modifications are made in other republics where the local language is taught in addition to Russian.

Dr. Sorensen spent several weeks in the Soviet Union during the summer of 1958. He is Professor of Geography at Illinois State Normal University, and the author and co-author of a number of textbooks now enjoying wide use in American elementary schools.

TABLE I
STUDY PLAN FOR THE ELEMENTARY SCHOOL*

Subject	Number of hours each week in each grade			
	I	II	III	IV
Russian language	13 ^b	13 ^b	13 ^b	9
Arithmetic	6	6	6	6
Natural science	—	—	—	2
History	—	—	—	2
Geography	—	—	—	2
Physical culture	2	2	2	2
Drawing	1	1	1	1
Singing	1	1	1	1
Crafts	1	1	1	1
Total hours	24	24	24	26

* From Ministry of Education of the RSFSR. *Programs of the Elementary School for the School Year 1957/58*. Moscow: State Educational Publishing House, 1957. p. 3. Translation by Olga Titelbaum.

^b Including two hours in handwriting in Grade I and one hour in Grades II and III.

This schedule identifies only the formal instruction in geography and history in grade IV. Additional and less formal instruction is included in the other classes. "In Grades I, II, and III the pupils receive primary historical information through supplementary reading of stories and articles in readers. . . . In Grades II and III . . . pupils . . . acquire geographic information in the course of observations arranged by the teacher, excursions, object lessons, practical activities, through the lively and vivid stories of the teacher, through supplementary reading of stories with geographic content which are avail-

¹ The author collected a complete series of textbooks in several subjects while visiting the Soviet Union in 1958.

² See U. S. Office of Education. *Education in the USSR*. Bulletin 1957, No. 14. Washington, D.C.: U. S. Government Printing Office, 1958. p. 59-61. Also see USSR, "The Public School in the Soviet Union." No. 10 (25) Washington, D.C.: Embassy of the USSR, 1958. p. 1-11.

able in books for class use."³ The Russian language program is the chief vehicle for instruction in history and geography in Grades I-III.

HISTORY IN GRADES I-III

Instruction in history in the entire elementary school is focused on the U.S.S.R. The goals are clearly stated. "The task of elementary school instruction in the history of the U.S.S.R. is to give the pupils their primary knowledge of the facts and events in the past history of our country in chronological sequence, and to train the children in the spirit of love and loyalty to the Soviet fatherland, in the spirit of friendship among peoples."⁴

Holidays associated with the Soviet revolution provide a central theme in Grade I. The circumstances of the revolution are developed more fully in Grade II. This includes "the life of the working people and peasants before the revolution, the struggle of the workers against their oppressors, the Great October Socialist Revolution, and the victory of the workers and peasants."⁵

Similar topics are included in Grade III, and some additions. According to the published plan, teachers now include reference to "the struggle of our nation against foreign aggressors . . . the leadership of the Communist party against the landowners and capitalists . . . the building of factories and plants and the creation of collective farms in our land."⁶

HISTORY IN GRADE IV

Formal instruction in history as a separate subject begins in Grade IV. The organization is strictly chronological, as indicated in Table II.

The published curriculum identifies several themes that must be emphasized in connection with this chronological story. For example, special attention must be paid to "the guiding role of the Communist Party."⁷

The directive is explicit. Pupils must understand that "only the working class united with the peasantry under the leadership of the Communist Party could have been victorious over the czar, the landowners, and the capitalists. . . . It is essential to show the children . . . how the

Communist Party guided the labor movement to the Great October Socialist Revolution, how it attracted the finest people of Russia, to tell about V. I. Lenin as the creator and leader of the Communist Party. . . . The pupils must learn that the restoration of the economy of our country and its . . . advancement during the years of the five-year plans were achieved under the leadership of the Communist Party, headed by its Central Committee."⁸

Another basic theme in Grade IV is socialism in contrast with capitalism. Teachers in the United States may wince at the following prescription. "In their study of this topic the pupils must explain the characteristic features of a socialist system . . . a system without exploiters . . . and understand that in a socialist country the masters are the people themselves. At the same time the children must be told of the position of the working people in capitalist countries, of their lack of civil rights, of unemployment, and of the low level of income for work."⁹

Similar references to the capitalist system appear throughout the program of the ten-year school. An eighth grade reader notes that "in capitalist countries there is one law for rich people and another for poor people." An eighth grade geography text asserts that "a great many of the small farmers [in the U.S.A.] become ruined and their land is appropriated by the banks in payment of debts or falls into the hands of the big landowners." Also, "high labor productivity in the U. S. industry is maintained by means of a double-pace exploitation of the workers and the installing of up-to-date machines and equipment."

It is perhaps not surprising that Soviet schools pay considerable attention to World War II, the Great War for the Fatherland. The invasion by Nazi armies is still fresh in the memories of many persons in the U.S.S.R. The stated school program suggests historical excursions in Grade IV, for instance, to scenes of battles of the Great War. Appropriately, the Battle of Stalingrad is given a prominence similar to Yorktown or Gettysburg in American history.

GEOGRAPHY IN GRADES I-III

At the outset, the geography program in the elementary school appears quite impersonal. In the elementary grades the pupils receive primary geographical concepts and understandings and are prepared for interpreting diagrams and geo-

³ Ministry of Education of the RSFSR. *Programs of the Elementary School for the School Year 1957/58*. Moscow: State Educational Publishing House, 1957. p. 87, 92. Translation by Olga Titelbaum.

⁴ *Ibid.*, p. 87.

⁵ *Ibid.*

⁶ *Ibid.*

⁷ *Ibid.*, p. 88.

⁸ *Ibid.*

⁹ *Ibid.*, p. 89.

TABLE II
HISTORY, GRADE IV*

I. *Ancient Russia*

The ancient Slavs, their occupations and way of life. The princes, boyars, and peasants. Ancient Kiev.

II. *The struggle of Russia against foreign aggressors and the formation of the Russian state*

The Mongol-Tartar invasion of the Russian soil. Battle in the Arctic. Founding of Moscow. Battle of Kulikovsk. Unification of the Russian lands in the area of Moscow. Overthrow of the Mongol-Tartar yoke.

III. *The Russian state in the XVI-XVII centuries*

Beginning of printing.
Seizure of Moscow by Polish landowners and their expulsion from Moscow.
Uprising of the Ukrainian people and reunion of the Ukraine with Russia.
Binding of the peasants into serfdom.
Uprising of the peasants, led by Stepan Razin.

IV. *Russia in the XVIII and the first half of the XIX century*

Founding of St. Petersburg. Building of the Russian fleet.
Battle of Poltava.
The great Russian scholar, M. V. Lomonosov.
The feudal village in the XVIII century.
Uprising of the peasants and oppressed peoples led by Emelian Pugachev.
The great Russian military commander, A. V. Suvorov.
The War for the Fatherland, 1812.
Uprising of the Decembrists.

V. *Russia in the second half of the XIX and the beginning of the XX century*

Abolition of serfdom. Soldier in the battle against serfdom, N. G. Chernyshevsky. The capitalist factory. The Morozovsk strike. Position of the peasants and workers. The peoples of Russia under the rule of the czar, the landowners, and the capitalists.

V. I. Lenin, creator and leader of the Communist party.

January 9, 1905—beginning of the revolution. Barricades on the Presna.

Struggle of the peasants against the landowners.
First World War. Overthrow of czarism.

VI. *The Great October Socialist Revolution and the civil war*

Preparation for the socialist revolution under the leadership of the Communist Party. V. I. Lenin—inspiration and leader of the October revolution. Uprising in Petrograd. Establishment of Soviet rule. Transfer of lands, factories, and plants into the hands of the workers. Creation of the Red Army, and its victories. Heroes of the civil war.

VII. *Creation of the USSR and the building of socialism*

Dneproges and Magnitogorsk—tremendous constructions of the first five-year plan. Building of collective farms and MRS (machine and tractor service stations). Adoption of the 1936 Constitution of the USSR.

VIII. *Great War for the Fatherland by the soviet people against the fascist aggressors*

Attack of the fascist aggressors on our land.
Battle of Stalingrad. Victory of the soviet people in the Great War for the Fatherland.

IX. *Building of communism in the USSR and the struggle for peace after the Great War for the Fatherland*

Restoration of the national economy after the Great War for the Fatherland. The soviet people under the leadership of the Communist Party are building communism.

Industry and agriculture in the USSR. The flowering of socialist culture among the peoples of the USSR.

The soviet people at the head of the struggle for peace.

* From Ministry of Education of the RSFSR. *Programs for the Elementary School for the School Year 1957/58*. Moscow: State Educational Publishing House, 1957. p. 90-91. Translation by Olga Titelbaum.

graphical maps."¹⁰ Yet the assumed goal is not greatly different from goals in history. "Acquaintance with the natural features and productive activities of the people of our country serves to teach the pupils love and loyalty for the soviet fatherland."¹¹

The published program says nothing about geography in Grade I. In Grades II and III, however, the instructions are explicit. Emphasis during these two years is almost entirely on direc-

tions, sun relations, weather observation, and physical features in the landscape. The pupils "observe the rising and setting of the sun . . . changes in elevation of the sun . . . and the length of day at different periods of the year."¹² Again, the pupils "learn how to determine the directions according to the sun and the compass, learn about plains, gullies and the struggle to control them, hummocks, and hills: they acquire an elementary knowledge of springs, streams, and

¹⁰ *Ibid.*, p. 92.

¹¹ *Ibid.*

¹² *Ibid.*

rivers . . . weather phenomena and their significance to man."¹³

There is a commendable emphasis on excursions and graphic materials in the study of geography. "A most important condition to insure the understanding of geographical literature is preliminary first-hand observation by the pupils of those subjects and phenomena about which they are going to read in their lessons. If there is not available in the vicinity of the school an example of a particular geographical feature which may be studied . . . it is essential to present a graphic conception of it by . . . visual aids."¹⁴

The formal work in geography in Grade IV is introduced by two brief units on maps and the earth as a whole. As Table III shows, the major emphasis of this year is on the U.S.S.R., with special attention to natural regions and physical features.

An accent on physical and economic geography is characteristic of the entire program of geographic education in the Soviet Union.

Emphasis on the U.S.S.R., almost to the exclusion of the world at large, is also a prominent feature in history as well as geography. Soviet schools have no program that is comparable to the study of the lands and peoples of the world that typically appears at the fourth grade level in American schools. In its place is a rigorous and detailed study of the Soviet Union itself. The fourth grade is only a beginning. In the secondary school the pupil returns again and again to the study of the U.S.S.R. By comparison, relatively little attention is paid to the story of the peoples of other lands.

PATTERNS OF INSTRUCTION

Teaching procedures in the Soviet classrooms are supposed to be as rigid as the prescribed curriculum. Observations in actual classroom situations in the U.S.S.R. suggest that perhaps there is more variety than might be expected. Teachers are people. Soviet teachers, like teachers everywhere, tend to modify their practice as they observe the interest of the pupils and the general effectiveness of the instruction. It appears, however, that almost all of them work within very narrow limits.

It is true that the program in history calls attention to the values of "historical wall pictures . . . magazine illustrations, slides . . . movies . . . historical excursions. . ."¹⁵ In geog-

TABLE III
GEOGRAPHY, CLASS IV*

Making diagrams. Indication of directions and distances on a diagram. Scale. Legends. Diagram of the classroom and of the school district.

The earth. The earth—a sphere. The globe and the map of the hemispheres. The parts of the earth and the oceans. First voyage around the world. Tropical, temperate, and cold countries. Voyage of Miklukho-Maklay to the tropics. Soviet scholars on the ice floes.

Seas of the USSR. Black Sea. Baltic Sea. Fishing in the Barents Sea. Mastery of the Northern Sea Route. Seas of the Pacific Ocean (Bering, Okhotsk, Sea of Japan).

Surface of the USSR. The East-European plain. The Central Siberian plateau. The Pamir.

Rivers and lakes of the USSR. The Volga—great river of Russia. Cities on the Volga—Gorky, Ulyanovsk, Stalin-grad, Kuibyshevsk GES (hydroelectric power station). The V. I. Lenin Volga-Don Canal. Fish industries of the Caspian. The Dnieper. The rivers of Siberia: Ob, Yenisey, Lena, Amur. Lake Baikal.

Natural features and productive activities of the soviet peoples in the different natural regions.

Tundra. Reindeer-breeding.

Siberian taiga. Hunting. Forestry. Lumber mills in Arkhangelsk.

Leningrad—industrial center and sea port.

Mixed forests. Ivanovo—textile city. Agriculture. Kiev. Chernozem steppes. Agriculture. Struggle against drought and dry winds. Coal mining in the Donbas.

Dry steppes. Stock raising in the dry steppes of Kazakhstan.

Karakum desert. Fergana valley—cotton growing and horticulture.

Black Sea coast of the Caucasus.

Baku—oil city.

Natural features of the Caucasus Mountains.

Mineral riches of the Ural Mountains. Magnitogorsk metallurgical works.

Moscow—capital of the USSR. The Kremlin and Red Square. Factories and plants. Moscow—center of soviet culture. University of Moscow. Moscow—railroad and airline center.

Fraternal union of the peoples of the USSR.

* From Ministry of Education of the RSFSR. *Programs for the Elementary School for the School Year 1957/58.* Moscow: State Educational Publishing House, 1957. p. 90-91. Translation by Olga Titelbaum.

raphy the teacher is encouraged to develop practical activities, arrange excursions, plan practical observations, and use visual aids. "Practical activities must be conducted in measuring distances, sketching simple diagrams to scale . . . and locating on different maps the geographical features indicated in the program."¹⁶ Yet all of

(Concluded on page 110)

¹³ Ibid.

¹⁴ Ibid. p. 93.

¹⁵ Ibid., p. 89.

¹⁶ Ibid., p. 94.

Intergroup Relations on Your Screen

Edward G. Olsen

DEMOCRACY, menaced by missiles from the stratosphere, is sabotaged from within our borders by every single word of prejudice or act of discrimination based on race, religion, nationality, or social status. Our imperative struggle to preserve democracy requires the widespread building of brotherhood in daily living.

Education for democratic human relations is increasingly recognized as a "must" in American general education basically, and in the social studies specifically, at every grade level from kindergarten through adult education.

Properly utilized motion pictures can be among the most effective learning avenues to intergroup understanding and more democratic school and community living.

Following are a number of excellent 16 mm. sound motion picture films, each recommended, each annotated briefly, each coded as most suitable for indicated grade levels:

E—Elementary

J—Junior High School

H—Senior High School

C—College and University

A—Adult Education

WE, THE PEOPLE: THE WAYS WE LIVE

All the Way Home. 28 minutes. Documentary of an outbreak of interpersonal and interfamily tension in a community of upper-middle-class white families. The situation is precipitated inadvertently when an elderly couple, no longer needing their spacious house and yard, show the property to a Negro family. The strengths and weaknesses of this community are brought out as its members face the possibility of change to an interracial neighborhood. (H-C-A) Dynamic Films.

The Color of Man. 10 minutes; color. Shows how different racial skin colors resulted from a biological process of adaptation to different natural environments. (J-H-C-A) California University Film Sales.

Social Education is indebted to the Associate Director of The National Conference of Christians and Jews (Chicago Region) for this list of films on intergroup relations.

Crisis in Levittown. 31 minutes. This film is made up largely of interviews of men and women who live in Levittown, Pennsylvania, recorded just after the outbreak of violence that occurred when a Negro family moved into this all-white community of 60,000. As the film is viewed, the Levittowners and the commentator raise many questions of importance to you and to every citizen of the United States. (C-A) Dynamic Films.

Face of the South. 30 minutes; color. George Mitchell (Southern Regional Council) amusingly and graphically illustrates the history, geography, and social development of the South. Emphasized are the roots of its economic development, slavery, and the new social and economic factors of today. (H-C-A) United Auto Workers Film Library.

A Girl From Puerto Rico. 18 minutes; color. A new girl enters school. She meets hostility at the hands of another student because of her ethnic background. Then a social studies project is developed to build intergroup understanding. (J-H-C-A) Department of Labor of Puerto Rico.

The Greenie. 10 minutes. A little Polish refugee boy comes to America with his father. The boy, attempting to become a part of this new world and make friends, is at first ridiculed by many of the boys on his street, but he is finally accepted by them in a true "Yankee" spirit. (J-H-C) Teaching Films Custodians.

Major Religions of the World. 20 minutes; color. Presents an objective survey of the origins, rituals, and symbols of the major religions of the world today; namely, Hinduism, Buddhism, Judaism, Christianity and Islam. Designed to help inspire an appreciation for and a tolerance of the principal religious faiths. (J-H-C-A) Encyclopaedia Britannica Films.

One God—The Way We Worship Him. 37 minutes; Depicts separately the major worship services of Catholic, Protestant, and Jewish religions. Spoken comments are simple and purely explanatory (J-H-C-A) Nicholas Farkas.

One People. 12 minutes; color. Animated cartoon. Dramatizes the settling of America by groups of every national origin and the contributions of each group. Narrated by Ralph Bellamy. (J-H-C-A) Anti-Defamation League of B'nai B'rith.

People Along the Mississippi. 22 minutes. Highlights the origins, backgrounds, and folklore of the people who live between the Canadian border and the Gulf of Mexico. Its "vehicle" is a toy sailboat launched by a French-Canadian boy in upper Minnesota and carried down the river where we meet people of many cultural backgrounds—Chippewa, Swedish,

German, Negro, and Cajun. (E-J) Encyclopaedia Britannica Films.

Segregation Question. 15 minutes. A discussion film, with opposing points of view presented by Senator James O. Eastland of Mississippi and Senator Paul H. Douglas of Illinois (H-C-A) American Film Forum.

Your Neighbor Celebrates. 27 minutes; color and black-and-white. A neighborhood youth council, in cooperation with a rabbi and cantor, portray the customs and ceremonies of Jewish ritual and practice in the home and synagogue during the more important Jewish holy days. (J-H-C-A) Broadcasting and Film Commission.

HUMAN RIGHTS: OUR AMERICAN HERITAGE

Born Equal. 10 minutes. An interpretation of the UN Declaration of Human Rights, with special emphasis on the rights of children. (J-H-C-A) Library Films.

The Challenge. 30 minutes. A newspaper reporter and photographer team are assigned to do a series of articles based on the Report of the President's Committee on Civil Rights. They interview religious, business, and labor leaders for their views, observe the status of civil rights, and civil rights programs in action throughout the nation. (J-H-C-A) McGraw-Hill.

Freedom to Learn. 27 minutes. Can freedom to learn be controlled and restricted, and still be freedom? This question is brought to focus when a teacher is charged with teaching communism in the classroom. In her explanation, the teacher expresses her confidence in the American principle of free education. She reveals her belief that teaching is meant to open the minds of students to fuller and wider knowledge, and that restricted teaching does not help them become free people. (H-C-A) National Education Association, Press and Radio Section.

Heritage. 10 minutes; color. An animated color cartoon on human rights points out that all men have certain God-given rights as a hub around which society and government grow. Recognition of freedom and respect for the rights of others help maintain a free world (J-H-C-A) McGraw-Hill.

The House I Live In. 8 minutes. Frank Sinatra tells a group of boys who are baiting a boy of their group (because of his religion) that America means respect for every person. He sings "The House I Live In." (J-H-C-A) R. K. O.

Of Human Rights. 21 minutes. An incident involving economic and racial prejudice among children is used to dramatize the importance of making peoples of the world aware of their rights as human beings as set forth in the Universal Declaration of Human Rights. (J-H-C-A) United Nations.

DIVIDED WE FALL: PREJUDICE AND DISCRIMINATION

An American Girl. 29 minutes. A teen-age girl who is non-Jewish wears a gift bracelet carrying Jewish

insignia. The hostile reactions of her prejudiced friends demonstrate dramatically the latent power of prejudice, the personal confusion and emotional disturbances which result, and the community tensions which arise. (J-H-C-A) Anti-Defamation League of B'nai B'rith, Dynamic Films.

The Barrier. 30 minutes. A morally good man fights against the needed housing project until he is shown his blindness by his own son and the boy from behind the barrier. (J-H-C-A) Family Films.

Boundary Lines. 11 minutes; color. A plea to eliminate the arbitrary boundary lines which divide people from each other as individuals and as nations. The film is composed of animated paintings, moving lines, realistic and abstract symbols. The music is an integral part of the drama. (H-C-A) International Film Foundation.

Brotherhood of Man. 10 minutes; color. Fallacies of racial myths. Based on the pamphlet, "Races of Mankind." An animated color cartoon. Shows that differences between the human races are superficial and accidental and that skin coloring means nothing. (E-J-H-C-A) United Productions of America.

Can We Immunize Against Prejudice? 10 minutes. Shows how three sets of parents try to safeguard their children against prejudice, using three common approaches, none of which succeeds. An open-end discussion film. (H-C-A) Columbia University Press.

Clinton and the Law. 54 minutes. A kinescope of Ed Murrow's TV series, "See It Now," this documentary film shows the chain of emotions and events that resulted in mob violence and community shame in this Tennessee town. (H-C-A) McGraw-Hill.

High Wall. 30 minutes. The origin of the emotional insecurity of a boy is shown by a series of family and neighborhood incidents in his life revealed when two youths are injured during a fight. The relationship between prejudice and emotional insecurity is demonstrated and some solutions are suggested. (J-H-C-A) McGraw-Hill.

The King and the Lion. 10 minutes; color. Puppet film using characters, "Spots" and "Stripes," and technique of *The Toymaker* film. A message of good fellowship. (E-J) Athena Films.

Our Town Is the World. 11 minutes. Story of friction in a small town divided by a river, where people on each side are "we" and "they" to each other. Youngsters from different sides refuse to play together, and get into a serious fight. A newspaper editor stops the fight and tells story of the UN. (E-J-H) Sterling Films.

Picture in Your Mind. 18 minutes; color. This film explains the reasons why any group thinks "we are superior to others" and suggests that each individual examine his own mind to see whether his picture of the "other" man is based on true facts. (J-H-C-A) Association Films.

Prejudice. 60 minutes. An adventure in self-examination. The film is intended to help the average man

- of good will understand his hidden prejudices, how he came by them, and how to overcome them. (H-C-A) Anti-Defamation League of B'nai B'rith.
- Segregation and the South.* 60 minutes. This documentary film on problems of desegregation pinpoints the problems, showing conflicts and mass meetings. (H-C-A) Fund for the Republic.
- Skipper Learns a Lesson.* 10 minutes; color. Uses a dog story to teach children that what you're like outside doesn't matter—only what you're like inside. (E-J) Encyclopaedia Britannica Films.
- Story of Sammy Lee.* 25 minutes. Kinescope of Paul Coates' "Confidential File" TV program. Realtors in southern California refused to sell a home to Dr. Lee, Army Major and Olympic champion, because his parents were Korean. Includes quick look at discrimination in schools, fraternities, housing, hotels, and employment on the West Coast. Concludes on positive note with interviews reporting success of job integration. (H-C-A) AFL-CIO Film Library, Washington, D.C.
- The Toymaker.* 15 minutes; color. Portrays a puppet shown in which two puppets play together very well until they discover that each is a little different from the other—one having spots on his hand, and the other having stripes on his body. Each then argues that the other is different and, therefore, inferior. As a result they build a wall between them. Later they discover that outward appearances do not count and that deep down, they are both the same. (E-J-H-C-A) Athena Films.
- Unlearning Prejudice.* 30 minutes. Kinescope of a TV show on the Robert Sherwood Award-winning series entitled "Open Mind." This discussion on the theme, "Unlearning Prejudice," is lively, vital, and presents the basic problems in the field of changing prejudiced attitudes. It explores the reasons for prejudice and methods of improving community relations. The film really holds audience interest, and can be used as an excellent discussion starter. (H-C-A) Anti-Defamation League of B'nai B'rith.
- Wanted—A Place to Live.* 15 minutes. Portrays prejudice among college students, doing so without at first revealing the group-background of the victim, and then presenting a dual ending to stimulate discussion. (H-C-A) Anti-Defamation League of B'nai B'rith.
- UNITED WE STAND: COMMUNITIES ACT FOR BROTHERHOOD
- Americans All.* 15 minutes. Racial and religious intolerance is shown as a menace to the American Way of Life. Discrimination is graphically shown, but the emphasis is on the practical, constructive effort to prevent such discrimination through such educational programs as the one made famous in the Springfield (Massachusetts) public schools. (H-C-A) March of Time.
- And So They Grow.* 28 minutes; color or black-and-white. Real life study of nine-year-old group is a demonstration of practice of Brotherhood. While film makes no mention of race, it shows children of many races being enriched by the experience of growing up together. (J-H-C-A) Campus Film Distributors.
- Answer for Anne.* 45 minutes. A high school student tries to find whether her community will accept some refugees from Europe and finds an answer. This film is made by a Protestant group, primarily for its own members, but with this in mind may well be viewed by a general audience. (H-C-A) National Lutheran Council.
- Belonging to the Group.* 16 minutes. Illustrates the need for people to respect and accept one another in a free society, the vital role of groups in the community and the importance of the "Feeling of belonging" to each member of the community. Points up community values and their relation to the democratic way of life. (J-H-C-A) Encyclopaedia Britannica Films.
- Chuck Hansen: One Guy!* 26 minutes; color. Documentary showing the labor-management type of human relations seminar in American industry. Shows how racial, religious, and nationality prejudices operate in the industrial plant, and how these can be reduced. (H-C-A) National Conference of Christians and Jews.
- A City Decides.* 27½ minutes. True story about the integration of the public schools of St. Louis, a border city in a border state. It revolves around a teacher who was directly faced with a "racial incident" in his high school class shortly after integration took place. (J-H-C-A) Contemporary Films.
- Commencement.* 30 minutes. Produced by the President's Committee on Government Contracts. An employer develops a policy of Merit Employment for his company with equal opportunity to all. (J-H-C-A) Swank Motion Pictures or United World Films.
- The Cummington Story.* 20 minutes. Intimate portrayal of life in a rural New England Town and a strong plea against intolerance. A group of European refugees come to live there, and after a while are accepted into the life of the community. (J-H-C-A) United World Films.
- For Fair Play.* 25 minutes. Dramatizes some of the difficulties confronting a Negro in respect to employment. A white man imagines himself in the place of his Negro friend. After this, he seeks employment for the Negro and is instrumental in having merit employment become the policy of the plant in which he works. (H-C-A) Pennsylvania State Commission on Industrial Relations.
- Make Way for Youth.* 22 minutes. Startled into action by a tragedy resulting from poor race relations, the young and old of an American town get together on a youth program, breaking down the fences between neighborhoods, races and religions. Narrated by Melvin Douglas. (J-H-C-A) YMCA Films.
- Man of Action.* 30 minutes; color. Cartoon depicting

the problem of slum prevention and neighborhood conservation. When a pleasant residential area deteriorates into a slum, "John Q. Citizen" shows what can be done when people are aroused to action. (H-C-A) Association Films.

To Live Together. 30 minutes. The story of an interracial summer camp for children, conducted by two Chicago community centers. Prejudices of children are shown to be reflections of their parents' attitudes. (J-H-C-A) Anti-Defamation League of B'nai B'rith or Association Films.

Whoever You Are. 20 minutes. Opens on the platitude that "you can't change human nature" and that discrimination must continue; then shows how people in one neighborhood in New York City banded together to solve the community's problem of intolerance. (H-C-A) Film Program Services.

FILM PRODUCERS

University film libraries, local offices of listed organizations, large public libraries, and other local distributors can supply many of these films on a loan or rental basis. You are advised to consult such outlets first.

AFL-CIO Film Library, Education Department, 815 Sixteenth St., N.W., Washington 6, D.C.
American Films Forum. Contact Almanac Films, Inc., 516 Fifth Ave., New York 36.
Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22.
Association Films, 347 Madison Ave., New York 17.
Athena Films, 165 West 46th St., New York 36.
Broadcasting and Film Commission. Distributed by American Film Registry, 24 East 8th St., Chicago 5.
California University Film Sales, University of California, University Extension, Educational Film Sales Department, Los Angeles 24.
Campus Film Distributors Corporation, 14 East 53rd St., New York 22.
Columbia University Press, 1125 Amsterdam Ave., New York 25.
Contemporary Films, Inc., 267 West 25th St., New York.

Dynamic Films, Inc., 112 West 89th St., New York 24.
Encyclopaedia Britannica Films, 202 East 44th St., New York.

Family Films, Inc., 5823 Santa Monica Blvd., Hollywood 38, California.

Farkas. Distributed by Religious Film Library, 17 Park Place, New York 7.

Film Program Services, 1173 Avenue of the Americas, New York 19.

Fund for the Republic. Distributed by Contemporary Films, Inc.—Address given above.

International Film Foundation, 1 East 42nd St., New York 17.

Library Films, Inc., 25 West 45th St., New York 36.

McGraw-Hill Text Films, 330 West 42nd St., New York.

March of Time. Distributed by McGraw-Hill—address given above.

National Education Association, Press and Radio Section, 1201 Sixteenth St., N.W., Washington 6, D.C.

National Conference of Christians and Jews, 43 West 57th St., New York 19.

National Lutheran Council, 50 Madison Ave., New York.

Pennsylvania State Commission on Industrial Relations. Distributed by AFL-CIO, Education Department—Address given above.

Puerto Rico, Department of Labor, Education Section, 88 Columbus Ave., New York 23.

R. K. O., 1270 Avenue of the Americas, New York 20.
Sterling Educational Films, 43 West 61st St., New York 23.

Swank Motion Pictures, Inc., 621 North Skinker Blvd., St. Louis 5, Missouri.

Teaching Films Custodians, 25 West 43rd St., New York 36.

United Auto Workers Film Library, 8000 East Jefferson Ave., Detroit 14, Michigan.

United Nations Film Distribution Unit, 405 East 42nd St., Room 945 D, New York.

United Productions of America, 4440 Lakeside Dr., Burbank, California.

United World Films, 1445 Park Ave., New York.

Y.M.C.A. World Service, 291 Broadway, New York 7.

SOVIET SCHOOLS

(Continued from page 106)

these materials and activities are planned for use within a rather narrow frame.

Lecture, study, recite—these are the dominant characteristics of teaching. Home work of an hour a day is not considered unusual in Grade I. Two hours of homework daily is common in Grades III and IV.¹⁷ With reference to Grades I-IV, "the basic methods of teaching the history of the U.S.S.R. must be exposition by the teacher

and supplementary reading of sections of the textbook."¹⁸

¹⁷ Based on interviews with teachers in the U.S.S.R. See also U. S. Office of Education, *Education in the USSR*. Bulletin 1957. No. 14. Washington, D.C.: U. S. Government Printing Office, 1958. p. 89-90.

¹⁸ Ministry of Education of USSR, *op. cit.*, p. 89.

The Colombo Plan

Harry F. Bangsberg

THANKS to the fact that the annual meeting of the Colombo Plan for the Co-operative Economic Development of South and Southeast Asia was held in Seattle from October 20 through November 13, 1958, many Americans have had an opportunity to become better informed about one of the most significant and unique assistance agencies functioning in Asia today. Newspapers which rarely had mentioned the program in the past often carried daily accounts of the preliminary meetings and, especially, the four-day conference of ministers which was opened November 10 by President Eisenhower. Conversely, many of the representatives of Asian governments became better acquainted with the United States and its people.

The Colombo Plan is not a plan at all in the generally accepted sense of the word. Rather, it is the sum total of the national development plans of the participating Asian governments. These individual plans are discussed at annual meetings, such as the one in Seattle, and each government retains full responsibility for both the formulation and the execution of its development program. Nor is there any central treasury to which affluent members of the Plan contribute and from which the needy draw to facilitate their development. All such assistance—and some \$5,000,000,000 has been made available to date—is negotiated directly between donor and recipient, a bilateral arrangement which insures flexibility, economy, and unimpinged sovereignty.

The Colombo Plan was conceived in early 1950 within the framework of the British Empire and the Commonwealth of Nations as a partial solution to the multitudinous problems of South and Southeast Asia. The fact that it started as a Commonwealth affair largely determined the loose form it assumed. It was contemplated from the beginning, however, that all free governments in

the area, as well as interested Western powers and international organizations, should be invited to participate on equal terms. Current participants include Australia, Burma, Cambodia, Canada, Ceylon, India, Indonesia, Japan, Laos, Federation of Malaya, Nepal, New Zealand, Pakistan, Philippines, Singapore, Thailand, United Kingdom (which also represents its territories in the area, such as Sarawak and North Borneo), United States and South Viet-Nam. And liaison has been established with United Nations agencies and with the International Bank for Reconstruction and Development.

The background of the Plan was rooted in the unfortunate conditions existing in South and Southeast Asia, an area which contains about a quarter of the world's population. Some of the problems were of ancient vintage, some were the result of World War II and postwar developments. Included were the population pressures upon lands which could not sustain increased birth rates and diminishing mortality rates; the paramount need for reconstruction following World War II; communal and external strife within and between the newly independent countries in the area; and the general political and economic instability which created conditions conducive to the spread of communism. Europe, too, had been ravaged by war, but it retained a valuable technician force. What Europe lacked was capital to rebuild her industries; this was supplied largely through the Marshall Plan. The Asian countries lacked both capital and technicians.

Some postwar aid efforts had been launched by the United Nations, the United Kingdom, and the United States, but far more was needed. Given the experience of reconstruction in Europe and the belief that a similar approach might prove effective in Asia, the Commonwealth of Nations came up with a partial solution at the time of its foreign ministers meeting in Colombo, Ceylon, during January, 1950. Percy Spender, then Australian minister for external affairs, voiced the thoughts of many present when he recommended that the Commonwealth governments establish an economic co-operation program. The proposal envisaged capital and technical aid and emphasized the need to recruit assist-

Dr. Bangsberg is an assistant professor in the Department of History at Wisconsin State College, Eau Claire. Through the cooperation of the United States Department of State, he was able to attend the Seattle meeting of the Colombo Plan as an observer.

ance from non-Commonwealth sources, which paved the way for subsequent participation by the United States and others. By acknowledging that the most constructive way to establish political stability was through raising the region's living standards, the proposal avoided the delicate question of a joint military pact in the area.

The foreign ministers subsequently drew up a series of recommendations for the program which included four major priorities: an adequate supply of consumer goods to maintain a minimum standard of living; the provision of technical aid and advice, without which the underdeveloped countries could not increase their agricultural and industrial output; more capital goods; and additional domestic and foreign private investments in the needy nations.¹ In order to implement these recommendations the ministers established a special continuing mechanism, the "Commonwealth Consultative Committee." Its objectives were to provide the framework within which the international co-operation program could be carried out; to survey the needs of the area; to assess the resources of capital and technical help available and required; and to focus world attention upon South and Southeast Asia.

Meeting annually at the ministerial level, this body, now called the Consultative Committee, is the major piece of machinery in the Plan, and it has remained a consultative, not an executive, body.² It was believed that development and planning would be stimulated if ministers and officials met yearly to review the progress made, the problems encountered, and the tasks that lay ahead. Furthermore, the system of regular reporting and publicity, such as was the case at the Seattle meeting of the committee, would help to focus attention upon the needs of the area.

The initial meeting of the new Commonwealth Consultative Committee was held in Sydney in May, 1950. The ministers attending proposed a six-year capital aid program calling for at least £1,868,000,000 and starting July 1, 1951, and a technical aid venture of £8,000,000 for three years, starting July 1, 1950. The Technical Co-operation Scheme, now coterminous with the capital aid program, was to secure experts and needed equipment and to facilitate the training

of Asians in other countries. It is administered by the Council for Technical Co-operation in Colombo, which reports to the Consultative Committee. Council representatives usually are members of diplomatic missions in Ceylon of participating governments. The agency meets whenever a need arises and the actual daily activities are performed by the subordinate Colombo Plan Bureau with its staff of 29 persons. The Bureau records requests for, and offers of, assistance; answers questions; prepares reports; and publicizes developments in the area.³

Observers were present from many of the non-Commonwealth governments in South and Southeast Asia when the Commonwealth Consultative Committee convened in London in the fall of 1950. Represented in this fashion were Burma, Cambodia, Indonesia, Laos, Thailand, and Viet-Nam. While interested, they were somewhat wary of participation. Most had only recently gained independence and feared being entangled in any undertaking that might resurrect colonialism or economic exploitation, and some were reluctant to join what might be construed as a Western power bloc. On their part, the Anglo-Saxon members of the Commonwealth were cognizant of the barriers erected by Asian nationalism and neutralism and were hopeful of dispelling false doubts and fears. The main accomplishment of the London meeting was the publication of a draft report on problems in Asia. It was based upon a series of careful and detailed surveys of existing conditions.⁴ The individual development programs embodied in the report were concerned primarily with increasing agricultural production, expanding industries, improving basic services, developing new sources of power and diversifying economics.

The United States government announced its intention to participate towards the end of 1950 and was present for the Commonwealth Consultative Committee's meeting at Colombo during February, 1951. Because of increased participation by non-Commonwealth countries, the name of the Committee was shortened to the more appropriate title now used, the Consultative Committee. Financial commitments were made known at this time with Australia, Canada, and

¹ *Statement on Foreign Policy by the Minister for External Affairs*. The Hon. P. C. Spender in the Australian House of Representatives, March 9, 1950. p. 11-14.

² Meetings are in two phases: a preliminary conference of officials which prepares a draft report on conditions in the area and draws up the agenda for the ministers; and the ministerial meeting itself.

³ Originally the Bureau received and passed on to donors the aid requests. But as diplomatic missions throughout the area increased, and as the Plan became better known, more immediate results were secured by bilateral negotiations.

⁴ This is *The Colombo Plan* (Command Paper 8080). His Majesty's Stationery Office, London, November, 1950.

New Zealand each pledging specific annual contributions for capital and technical assistance, and the United Kingdom adding that it would release the Sterling Balances held in London by needy participating countries. The United States, however, took the view that all American aid made available to Asia would constitute its contribution to the program. This attitude, coupled with the fact that the United States, at the time, did not join the Technical Co-operation Scheme, caused some confusion among Asians.

Subsequent developments, generally at meetings of the Consultative Committee, brought expansion of the Plan and some slight changes in its operations. An information unit, now merged with the Colombo Plan Bureau, was established in 1953. Burma joined the Plan in January, 1952, its government assured that participation would in no way hinder that nation's neutral foreign policy, and little Nepal joined the same year. On December 30, 1952, Indonesia, whose attitude on international affairs paralleled the Burmese, said it would join. Apparently the freedom existing within the program, plus the need for increased assistance, combined to allay previous fears. Indicative of the spirit of co-operation was an Australian offer of assistance to Indonesia, despite a territorial dispute.⁵

The Japanese seem to have been interested in joining the Plan as early as 1952, although it was natural for some of the Asian participants to regard any such desire with grave reluctance. The matter came up at the 1953 meeting at New Delhi, but nothing resulted. Tokyo then dispatched a number of good will missions to member countries and these emphasized that Japan could provide valuable technical help and, possibly, trade outlets. For these and many more reasons, including the realization that an ostracized Japan might be driven towards Moscow, Japan became a member at the 1954 meeting in Ottawa, along with Thailand and the Philippines. By then the Plan embraced all of the free countries of the area, with the exception of South Korea, Nationalist China, and Afghanistan.

At the Singapore meeting in 1955, it was decided to prolong the life of the Plan from 1957 to at least 1961. This was necessitated by the immense problems still unsolved. More food was being raised, more industries were being started, which helped to create more employment, but

the population boom often exceeded these efforts. Added to this was the belief of some that beneficial results might be obtained through the peaceful use of nuclear energy. In September, 1955, for example, Canada and India announced that they would jointly build an atomic reactor near Bombay. And at Singapore, the American government announced plans for construction of an atomic research center somewhere in the area. Nothing was said about its location, but at the 1956 meeting at Wellington it was revealed that it would be built near Manila. It was expected that nuclear energy would aid agriculture, industry, medicine, power development, and many other undertakings,⁶ all of which would stimulate national efforts.

The ninth meeting of the Consultative Committee, and the first held outside the Commonwealth, convened in Saigon, Viet-Nam, in October, 1957, about the time the host nation was celebrating its second anniversary. Present for the first time in a sovereign capacity was the newly independent Federation of Malaya. While delegates were told that \$3,500,000,000 in assistance had been made available under the Plan, it was also evident that food shortages in some countries had become even more critical because of natural disasters and population increases. However, R. G. Casey, the Australian minister for external affairs, observed that "conditions in all countries . . . over recent years would be appreciably less satisfactory if the Colombo Plan had not been in existence."⁷

Several significant developments took place at the recent committee conference in Seattle, one of the most promising being the emphasis placed by donors and recipients alike on the value of domestic and foreign private investments. President Eisenhower, on the one hand, told the ministers that the United States government hoped to stimulate American investors to greater activities in the under-developed countries. On the other hand, several needy governments, including Indonesia and the Philippines, indicated that they were trying to create a more attractive atmosphere for both domestic and foreign capital.

Emphasis also was laid upon the need for expanded technical assistance, and a delegate from Singapore advised aid which would enable some of the Asian nations to cash in on the growing

(Concluded on page 115)

⁵ Australia soon was helping shift people from crowded Java to less-populated Sumatra. See Australia, *Parliamentary Debates*, House of Representatives, March 9, 1953, p. 1386-87.

⁶ While the Canadian-Indian project is nearing completion, there has been very little progress on the American undertaking.

⁷ As quoted in *The New York Times*, October 24, 1957.

Colonial Virginia

Ralph Adams Brown and Marian R. Brown

YEAR by year the teachers of American history in our public schools are faced with the increasing problem of giving their students an understanding of our Colonial beginnings, an understanding made more difficult by the growing neglect of our national origins in textbooks and courses of study. One way that many teachers meet this challenge is by the use of reading materials, written reports, and special projects drawn from the period before the American Revolution.

Two years ago the Eastern Seaboard, if not the entire nation, was hearing much about the settlement of Virginia. As one part of the celebrations that marked that important year, the Virginia 350th Anniversary Celebration Corporation of Williamsburg planned a series of pamphlets dealing with the early history of that state. A fortunate choice as General Editor of the series was Dr. E. G. Swem, Librarian Emeritus of the College of William and Mary. Twenty-three booklets were written and published. They remain in print, and alert social studies teachers and school librarians should purchase sets of them before they become unavailable.¹

Attractively illustrated with reproductions of the title pages of several contemporary publications, the first booklet in the series provides a 72-page bibliography of the history of Virginia in the seventeenth century. Mr. Abbot's *Virginia Chronology* surveys the events of the colony's history from 1585 to 1783, in over 70 pages. Some chronologies are mere listings of names and events. By contrast, this is a series of paragraphs that are often interpretive and reveal a scholarly familiarity with events and an intelligent understanding of their contemporary significance.

A reproduction of John Smith's early map of the colony, together with a brief account of its history, is third in the series. Mr. Bemiss' booklet

is one of the largest, running to more than 125 pages. It contains the complete texts of the charters of 1606, 1609, and 1612, as well as the text of seven groups of instructions and orders. The short introduction will help both teacher and student place these documents in terms of importance and of time. Dr. Craven, a professor of history at Princeton, informs his readers that he has written "the story of the Virginia Company and only indirectly of the Virginia Colony." In 57 pages he provides a good deal of solid information and even manages some interpretations and provides some ideas that will prove new and stimulating to many teachers.

The first years in Virginia are discussed by Charles E. Hatch, Jr. He not only describes the colony as a whole, but he devotes much space to details of each settlement. There are numerous illustrations, both contemporary and imagina-

¹ These 23 booklets are for sale by Garrett and Massie of Richmond, Virginia, at 50 cents each or in a boxed set for \$11.50. The titles are: (1) E. G. Swem et al. *A Selected Bibliography of Virginia, 1607-1699*; (2) William W. Abbot. *A Virginia Chronology, 1585-1783*; (3) Ben C. McCary. *John Smith's Map of Virginia, with a Brief Account of Its History*; (4) Samuel M. Bemiss. *The Three Charters of the Virginia Company of London, With Seven Related Documents: 1606-1621*; (5) Wesley Frank Craven. *The Virginia Company of London, 1606-1624*; (6) Charles E. Hatch, Jr. *The First Seventeen Years, Virginia, 1607-1624*; (7) Wilcomb E. Washburn. *Virginia Under Charles I and Cromwell, 1625-1660*; (8) Thomas J. Wertenbaker. *Bacon's Rebellion, 1676*; (9) Richard L. Morton. *Struggle Against Tyranny and the Beginning of a New Era, Virginia, 1677-1699*; (10) George MacLaren Brydon. *Religious Life of Virginia in the Seventeenth Century*; (11) Henry Chandler Forman. *Virginia Architecture in the Seventeenth Century*; (12) W. Stitt Robinson, Jr. *Mother Earth—Land Grants in Virginia, 1607-1699*; (13) James Wharton. *The Bounty of the Chesapeake: Fishing in Colonial Virginia*; (14) Lyman Carrier. *Agriculture in Virginia, 1607-1699*; (15) Susie M. Ames. *Reading, Writing and Arithmetic in Virginia, 1607-1699*; (16) Thomas J. Wertenbaker. *The Government of Virginia in the Seventeenth Century*; (17) Annie Lash Jester. *Domestic Life in Virginia in the Seventeenth Century*; (18) Ben C. McCary. *Indians in Seventeenth-Century Virginia*; (19) Martha W. Hiden. *How Justice Grew. Virginia Counties*; (20) Melvin Herndon. *Tobacco in Colonial Virginia: "The Sovereign Remedy"*; (21) Thomas P. Hughes. *Medicine in Virginia, 1607-1699*; (22) Cerinda W. Evans. *Some Notes on Shipbuilding and Shipping in Colonial Virginia*; (23) J. Paul Hudson. *A Pictorial Booklet on Early Jamestown Commodities and Industries*.

This is the second in a series of articles devoted to curriculum materials. Ralph Adams Brown is Professor of American History at the State University of New York Teachers College at Cortland. Marian R. Brown was formerly Dean of Women at Cortland.

tive, and a few pages of source materials. Wilcomb E. Washburn, author of a recent and stimulating study of Bacon's Rebellion, writes of a 35-year period in the mid-seventeenth century. The illustrations for his booklet include a reproduction of a 1651 map, and the short bibliographical essay is excellent. He portrays Governor Harvey in a manner almost certain to provoke dispute among historians and genuine interest among students.

Bacon's Rebellion is described by Professor Wertenbaker, and Professor Morton surveys the Virginia colony at the end of the seventeenth century. The latter booklet includes a reproduction of a part of a 1673 map, and again the illustrations and bibliographical essay are invaluable. Mr. Brydon's contribution may prove controversial among scholars, but no one will question that it is an important contribution to a study of an aspect of Virginia life that is too often ignored. His analysis of religious life contains numerous quotations from primary sources.

Dr. Forman's study of seventeenth-century architecture is original and explores many little-known byways. Unlike the other booklets, this has an excellent index. It also has an even larger number of illustrations than are found in most of the booklets: photographs of houses that re-

main; drawings of others; and many plans of both buildings and grounds. Professor Robinson's study of seventeenth-century land grants is solid, scholarly, and explores in detail many aspects of the topic.

Other phases of economic and cultural life are dealt with in the next three booklets. Mr. Wharton is concerned with fishing, Professor Carrier with agricultural development, and Miss Ames with the early schools of the colony. Each of these contains unusual material, quotations from sources, attractive illustrations. Professor Wertenbaker contributes a useful discussion of colonial government, and Mrs. Jester is both original and stimulating in her discussion of domestic life.

Ben McCary, a trained historian and archaeologist who earns his living as a professor of modern languages, discusses the Indians of Virginia in an outstanding booklet. Martha Hiden's discussion of frontier justice is another booklet that consists largely of interesting detail, and should appeal to many adolescents. Melvin Herndon's study of the tobacco "sovereign remedy" is an excellent job. Professor Hughes appraises early medicine in the colony and Miss Evans is concerned with early shipbuilding and shipping. The final booklet is almost entirely pictorial; a beautiful conclusion to an unusual series.

THE COLOMBO PLAN

(Continued from page 113)

tourist trade in the Far East. The United Kingdom announced that it would attempt to increase its technical aid. The United States formally joined the Council for Technical Co-operation on January 15, 1959.

Several of the countries warned that their economic condition had suffered because of the drop in prices earned by raw materials they exported. Such commodities as tea, cotton, jute, wool, and dairy products had been affected. Recipients of aid pointed out that this necessitated the diversion of funds earmarked for development projects to other purposes. And donors, such as New Zealand, explained that while they might hope to increase their contributions the drop in export earnings would make it difficult. There was agreement on the part of a number of countries that talks aimed at stabilizing market prices might prove valuable.

The communique issued at the end of the

Seattle meeting noted that while progress had been achieved in the area during the past year, its rate had been less than in previous years. This was caused by adverse weather conditions, inflationary pressures and heavy imports, and a decline in export earnings. It was further pointed out that the greater part of the economic resources devoted to development had come from the needy nations themselves, even though \$5,000,000,000 had been made available since inception. The committee agreed that the next meeting should be held in Indonesia and concluded by emphasizing that the members of the Plan would bring renewed vigor and determination to the tasks ahead, "to the end that for hundreds of millions of human beings material progress may be achieved and the dignity of the individual enhanced."⁸

⁸ Communique issued by the conference secretariat as Press Release No. 81, November 13, 1958, p. 2.

Children's Reactions to Harsh Social Realities

Ralph C. Preston

THE amount of social knowledge and social concern of our citizens is disappointing. Reports covering the past 30 years leave little doubt that education in the social studies, despite the laudable efforts of teachers and despite certain signal successes and achievements, has not had the impact on either school achievement or public knowledge and public attitudes which would appear theoretically possible.¹

One factor in the relative ineffectiveness of social studies appears to be the divorcement of school content in the social studies from social realities. In general, social studies materials for children tend to exclude realistic detail, not only relating to such major evils as war, crime, and corruption, but to any distressing social occurrence or circumstance. Primary-grade textbooks tend to present the men and women of the work-a-day world as possessing uniformly cheerful miens, serene dispositions, and out-reaching personalities. One contains a picture with a "Keep Out" sign at the entrance of private property which reads, "Please (*sic*) Keep Out." Historical content often converts heroes of fascinating and robust character into rather wooden stereotypes of virtue.

When the social scene is thus euphemistically and evasively presented, the content of social studies becomes insipid and uninviting. The gulf between social life as the child knows it and social life as the teacher and the textbook describe it is often so wide that it would be a dull pupil indeed who failed to sense the lack of correspondence between them. Receiving little help at school or at home in realistically interpreting his world, the average child is forced to depend, as also tends to be true in the case of sex knowledge, for data and interpretations upon

his own immature impressions and what often turn out to be half-truths and warped explanations gleaned from his fellows and from television programs.

The present situation, far from being contrived by teachers or other professional educators, reflects certain pronounced doubts and anxieties that exist in our society at large. There is widespread doubt that children of elementary school age have sufficient intellectual maturity to profit from the study of social problems and social issues. This doubt has been propounded by a number of distinguished and influential contemporary thinkers including Jean Piaget, Erich Fromm, Richard Livingston, and David Ries-

¹ Flora Scott and Gary C. Myers. "Children's Empty and Erroneous Concepts of the Commonplace." *Journal of Educational Research* 8: 327-334; November 1923; Hyman Meltzer. *Children's Social Concepts*. Contributions to Education No. 192. New York: Bureau of Publications, Teachers College, Columbia University, 1925; B. R. Showalter. "Achievement in the Social Studies in the Elementary School." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, 1925; Adelaide M. Ayer. *Some Difficulties in Elementary School History*. Contributions to Education No. 212. New York: Bureau of Publications, Teachers College, Columbia University, 1926; F. C. Mitchell. "Ability of Fifth Grade Pupils to Understand Certain Social Concepts." *California Journal of Elementary Education* 4: 20-28; August 1935; William H. Burton. *Children's Civic Information, 1924-1935*. Los Angeles, California: University of Southern California Press, 1935; Irving R. Melbo. "Information of High School Seniors on Contemporary Problems." *Social Studies* 27: 82-86; February 1936; Francis T. Spaulding. *High School and Life*. New York: McGraw-Hill, 1938; John W. Gates. "The Civic Competence of High School Seniors." Unpublished doctoral dissertation. Chicago, Illinois: University of Chicago, 1945; Albert W. Levi. *General Education in the Social Studies*. Washington, D.C.: American Council on Education, 1948; Ralph O. Nafziger et al. "The Mass Media and an Informed Public." *Public Opinion Quarterly* 15: 105-114; Spring 1951; James M. Gillespie and Gordon W. Allport. *Youth's Outlook on the Future*. Garden City, N.Y.: Doubleday, 1955; Charles E. Swanson. "What They Read in 1301 Daily Newspapers." *Journalism Quarterly* 32: 411-421; Fall 1955; Philip E. Jacob. *Changing Values in College*. New York: Edward W. Hazen Foundation, 1956; Lester Asheim. "What Do Adults Read?" *Adult Reading*. Fifty-fifth Yearbook of the National Society for the Study of Education, Part II, 1956. Ch. 1.

This is a revision of a paper the author read at the NCSS convention in San Francisco last November. Dr. Preston is Professor of Education at the University of Pennsylvania.

man.² While the position of these men is in conflict with the research of Hazlitt, Deutsche, and others,³ it has received partial confirmation by other investigators, referred to earlier and by the more recent impressive work of two sociologists, Strauss and Schnessler.⁴ Further research on children's concepts is needed to resolve this issue which, unfortunately, has hitherto been frequently and unrealistically presented as an "either-or" proposition.

Aside from this doubt, there is also a pervasive fear in our society that children may be harmed by premature exposure to the harsh realities of life. Lois Barclay Murphy once wrote: "We are afraid . . . that if we tell him [the child] the whole truth we are playing with fire. We have compromised by giving him a picture of the policeman, fireman, milkman, and department store clerk, which overlaps more with the traditional pattern of Santa Claus than it does with reality. . . ."⁵ Our desire to protect children from a possible traumatic experience has, to be sure, its elements of soundness. But it appears askew when it leads us to believe that the way to make children "good" is to spare them from knowledge about things which are "bad." During World War II the parents in a certain family attempted to prevent their children from knowing that a war was in progress. When the children asked one day who a group of white-clad Naval officers were, the mother replied that some men wear white clothing in summer! This is an extreme example of a practice of trying to protect children from knowledge. The practice operates in milder form in homes and schools throughout our country.

Any kind of precise answer to the question of

how much to teach elementary-school children about harsh social realities awaits more information than we now have concerning children's concepts and children's intellectual and emotional readiness to profit from such teaching. I have on hand opinions on these matters from 48 teachers and principals throughout the country who were selected because they possess more than average interest in the social studies and who have given considerable thought to the problem of introducing children to contemporary social problems. Their opinions do not settle the question, of course, but they deserve consideration as part of a broader study now in progress of the reactions of children to harsh social realities. A brief summary of their opinions on children's reactions to war, crime, and corruption follows.

The teachers and principals are in substantial agreement that, while children are conscious of the existence of war, crime, and corruption, their information concerning these phenomena is meager, vague, and inaccurate, particularly in the area of corruption. Very few find that their pupils are disturbed by consciousness of these harsh realities; only from 4 to 17 percent report disturbance. The consensus is that children's reactions are quite objective, mingled, to be sure, with an undercurrent of anxiety in some cases.

Their reports of the relative absence of disturbed emotional reactions are not surprising in view of studies of children under direct exposure to the evils of war during the bombing of London during World War II. Eliot, Gillespie, and Freud in independent observations reported that even fear of death and destruction did not produce acute emotional reactions and were not in themselves crucial factors in children's morale.⁶ We can conclude with reasonable assurance that children are not necessarily maimed from exposure to unpleasant realities. This does not, of course, give license to indiscriminate teaching of any or all harsh social realities in the classroom. If the reports from the teachers and principals in this study have any validity, they indicate there are dangerous limits with regard to the amount and manner of exposure.

Furthermore, elementary-school children to

(Concluded on page 120)

² Jean Piaget. *The Child's Conception of the World*. New York: Harcourt, Brace, 1929; Jean Piaget. *The Construction of Reality in the Child*. New York: Basic Books, 1954; Erich Fromm. *The Sane Society*. New York: Rinehart, 1955. p. 346; Richard Livingston. *On Education*. Cambridge, England: Cambridge University Press, 1954. p. 139; David Riesman. "Some Observations on Intellectual Freedom." *The American Scholar* 23: 9-25; Winter 1953-54.

³ Victoria Hazlitt. "Children's Thinking." *British Journal of Psychology* 20: 354-361; April 1940; Jean M. Deutsche. *The Development of Children's Concepts of Casual Relations*. Minneapolis, Minnesota: University of Minnesota Press, 1947.

⁴ Anselm Strauss and Karl Schnessler. "Socialization, Logical Reasoning, and Concept Development in the Child." *American Sociological Review* 16: 514-523; August 1951.

⁵ Lois Barclay Murphy. "The Development of Social Science Concepts and Attitudes." *Growth and Development: The Basis for Educational Programs*. New York: Progressive Education Association, 1936. p. 164-168.

⁶ Martha M. Eliot. *Civil Defense Measures for the Protection of Children: Report of Observations in Great Britain, February, 1941*. Children's Bureau Publication No. 279. Washington, D.C.: Government Printing Office, 1942; Robert D. Gillespie. "Civilian Population Suffers Small Psychological Damage." *New York State Journal of Medicine* 41: 2346-2349; December 1, 1941.

Conflict Episode Analysis

Frank E. Wolf

TECHNOLOGICAL advances have far outstripped our ability to control the human problems created by them," is an oft-repeated bromide, which needs to be re-examined. Perhaps this shopworn phrase was true ten years ago when the nation's resources were recovering from mobilization around the Manhattan Project, but today social scientists are learning techniques and procedures by which to approach scientific solutions of human problems.

The social scientists have borrowed unself-consciously from the investigative ways of natural scientists. Scientific methods are being taught in some of the nation's schools. Laymen are becoming aware of the fact that natural scientists follow established methods of solving scientific problems and do not rely exclusively upon intuitive hunches, and the ways of natural scientists are gradually becoming accepted. In general, however, the ways of the social scientist are neither as well known to or as readily accepted by the layman as is the so-called scientific method.

Reasonably intelligent people have been heard to say, "Human problems can't be solved by the application of scientific principles!" A brief analysis of a human problem solved by a sociologist applying scientific principles appears below.

AN INCIPIENT RACE-WAR

An urgent call brought a member of the New York City Mayor's Committee on Unity to the scene of a large-scale student war. School and police officials were fearful of the possibility of an outbreak of a series of race-wars because the gangs were divided on racial lines. In desperation, the officials availed themselves of the services of a human relations expert skilled in intercultural relations.

The human relations analyst stepped out of the police car, made inquiries, analyzed the situation, and proceeded to make recommendations. In due time, the fight subsided; the police, re-

porters, and human relations expert left the scene; the incident was closed.

What took place in the brief moments during which the expert analyzed the conflict? First, he *determined the actual problem*: a disagreement over territorial rights of the two gangs, not an ill-defined "race-war." Second, from his experience and knowledge of the neighborhood, he took into account the *facts of the history* of the area which would have significance in resolving the problem. As a general principle, he had to avoid transforming a potential incident into a veritable race-war. Third, adroit questions brought out the *cause* of the conflict: a petty unwillingness of each side to relinquish its imaginary sovereignty. Fourth, he *treated the immediate conflict* quickly, thereby avoiding an outbreak of secondary conflicts; leaving the more permanent solution of the actual cause to a calmer moment. Fifth, he noted the *results*: the fight was stopped; a race-war was avoided (later the school was able to help the two gangs solve their disagreement). Sixth, the *principles involved* were noted for future reference. Issues between the gangs diminished in significance with the arrival of authority. A tender, almost explosive situation, was not fanned by an excessive show of authority. The expert asked the police not to use force. Therefore, secondary issues between the students and police were avoided. The human relations analyst determined that although the conflict was divided on racial lines, it did not have racial bases. There was no racial issue and the expert avoided the creation of one by requesting the press not to label the fight, "race-war." A race-war did not exist and none was created. Seventh, he *held in abeyance* the territorial conflict. After the fight ended, the school authorities, upon the advice of the analyst, called in representatives of the two gangs. The conflict over territorial domain was settled peacefully. Thus, the causative tensions and subsequent fight reactions in following years were reduced.

The human relations analyst, in the episode described, did not consciously spell out each step of his actions. To him, each step came logically from years of experience and the habit of

The author of this brief commentary is a Professor of Biology at the State Teachers College in Fitchburg, Massachusetts.

oft-repeated use, following careful training and conscious step-by-step analysis. Yet the reader will note the seven steps which guided his plan of attack. These seven steps approximate the seven steps of the "scientific method," which is readily accepted by laymen as a reasonable way in which to approach solving scientific problems. However, the formula for resolving human problems meets with considerable resistance as a means of approaching human problems in a scientific manner. Many people are quite firm in their belief that human relations problems (conflicts which inhibit, or are destructive to, human growth and development) cannot be solved by following a formula.

COMPARISON OF METHODS

An examination of one scientific method reveals seven major steps: (1) to identify and state the problem; (2) to collect as many pertinent data, as possible; (3) to form hypotheses or scientific guesses, based on the data, which may provide one or more possible solutions; (4) to perform controlled experiments to test the validity of each hypothesis; (5) to draw conclusions based on the results of the experiments; (6) to apply the knowledge gained to the solution of the problem; (7) to evaluate the suitability of the solution as new evidence becomes available. These seven steps are presented in brief form, since a complete analysis covering almost 100 sub-steps would be inappropriate for our purpose here.

The Conflict Episode Analysis formula for solving human relations problems devised by Dr. H. H. Giles, Director, Center for Human Relations Studies, New York University, is presented in modified form by the writer. The CEA formula may be briefly stated as follows: (1) to state the title or to give, in capsule form, a statement of the problem; (2) to give the history of the conflict or to state what was done prior to the crisis; (3) to diagnose the causes; (4) to treat the conflict; (5) to state the results, both positive and negative; (6) to identify the principles which helped solve or which blocked the solution of the problem; (7) to hold in abeyance unanswered and partially answered questions.

Case records of conflict episodes, the solutions of which were approached with the aid of the Conflict Episode Analysis, tend to support the assertion that human relations problems can be solved scientifically. Records from the files of The Center for Human Relations Studies at New York University, show that cases were often brought to a successful conclusion. However,

even where a solution was not immediately apparent, as frequently occurs with other research problems, the analysis may be helpful in the solution of other problems.

There is a considerable range of problems to which the human relations formula has been addressed. For example, a riot which occurred at a Paul Robeson concert in Peekskill, New York, in 1949, was analyzed to determine why a human relations conflict developed and to determine principles, which, when applied, might prevent recurrences. It was found that education was needed to prepare a hostile community for a controversial function. This analysis did not prevent the episode because it was undertaken after the fact. However, the application of principles identified in operation might well be applied to prevent future episodes in other areas.

A human relations conflict between the Department of Justice, Bureau of Immigration and Naturalization, and the Counter-Intelligence Corps of the United States Army and other agencies, was successfully resolved as a result of a human relations analysis. Discrimination against minority groups gave way to an equitable system whereby all eligibles received visas.

A serious citizens' strike was successfully terminated as a result of the Conflict Episode Analysis. No force was brought to bear; consequently, force was not used by either side in resolving the conflict. This episode related to an intercultural school development in the mid-West.

When state aid was withdrawn from a child care center, the local Community Chest withdrew its support. A Conflict Episode Analysis resulted in the board of directors of the child care center, *with the aid of the community*, taking over the operation of the center for one year. As a result of the analysis, the Community Chest was brought to see the value of the center; furthermore, at the end of the year, the Community Chest not only resumed its support, but took over the operation of the center to insure its continued existence.

The reader is referred to the entire March, 1957 issue of the *Journal of Educational Sociology*, which is devoted exclusively to five Conflict Episode Analyses.

An examination of the comparisons made between the scientific method and the Conflict Episode Analysis leads logically to the conclusion that the human relations formula is valid, at least theoretically. The case records show that the formula can be used to solve human relations problems scientifically.

An extension of the bases and principles upon which the formula was conceived provides a *modus operandi* for solving human problems whether they occur on the interpersonal, local, state, national, or international levels. In our individual efforts to achieve a peaceful world environment, we owe it to ourselves to consider

peaceful methods for relieving tension situations. Force does not solve problems as much as it creates new ones. The process discussed should be applied in our individual lives and hopefully will be extended from the interpersonal level through to the international level in order to secure world peace.

SOCIAL REALITIES

(Continued from page 117)

most of the teachers and principals lack intellectual readiness for systematic study of war, crime, and corruption. Surprisingly, the situation seems to have changed very little from the pre-television days of 1940 when I found that children below age 13 lacked a spontaneous attraction toward, preoccupation with, and capacity for mastering the subject matter of war which was then very much "in the air" and to which the public was intensely exposed through press and radio.⁷

Although the teachers and principals do not favor systematic study of these phenomena, they all believe that the school has a responsibility to deal with the realities of war, preparations for war, warfare, rumors of war, testing of nuclear weapons, and the like. Most of them (96 percent) believe that murder, holdups, burglary, and other crime should be treated. Again, an overwhelming, though diminished majority (90 percent) believe that corruption in government, business, and labor, including such practices as cheating, misuse of funds, bribery, and deception, should be treated in the classroom. They are by no means agreed however, on who should initiate the subject. They divide themselves roughly into two camps. One camp believes that discussion of harsh realities should be initiated by the teacher whenever they are part of important and timely news. The other camp believes that they should be undertaken only when and if pupils bring up the subjects and then treated casually and lightly. Most of the respondents belong to the first camp with respect to the treatment of war

and crime, and to the second camp with respect to corruption.

The teachers and principals tend toward more or less agreement with respect to the means of instruction, believing teachers should moralize about ugly social phenomena. Many of them recommend that teachers place heavy emphasis upon desirable concepts, attitudes, and ideals and condition children to reject the admissibility of warlike, criminal, and corrupt behavior.

I suspect that these recommendations are shared by the majority of teachers and parents everywhere. Their very plausibility and reasonableness cause us to be less critical toward their adequacy or sufficiency than I believe we should be. Despite their wide acceptance, it appears that many children, far from rejecting violence and other anti-social behavior, eagerly assimilate it and, again to quote Lois Barclay Murphy, "in a form which dissolves our sugar-coated doses of social science into nothing."⁸ Children's television viewing habits and their free play reveal lawlessness, and brutality. We might better face the fact that our society is based to a considerable extent on conflict, force, and competition, and that to label them sweepingly as "bad" is as futile as to falsify or deal euphemistically with them. The problem is too complex to be solved through simple moralizing.

How can the child simultaneously (1) be a realist who will recognize the world for exactly what it is, (2) withstand impulses to yield to cynicism and defeatism, and (3) build inner resources and ideals of integrity and responsibility? We need more data and more insight before we can know how the child can achieve such a difficult integration. This strikes me as one of the most pressing educational needs of the day.

⁷ Ralph C. Preston. *Children's Reactions to a Contemporary War Situation*. Child Development Monographs No. 28. New York: Bureau of Publications, Teachers College, Columbia University, 1942.

⁸ *Loc. cit.*

Adding Zest to the Teaching of Citizenship

Elaine Exton

HOW can teachers and school administrators infuse new vitality into educating our country's youth for citizenship, imparting not only understanding of the essential elements of our American form of government and way of life but deep devotion to our heritage of freedom and a sense of personal responsibility for participating fully in helping to make democracy work?

Developing among the youth of the land the understandings, skills, and attitudes which will result in active citizenship is of prime importance in orienting American education to its new obligations in a post-sputnik world. In the period of change and challenge teachers of all subjects and at all levels need to be well informed about the nature of our government and the policies that are helping to shape our country's destiny.

WASHINGTON WORKSHOPS

Four summer programs in Washington, the federal city on the Potomac, offer exceptional facilities for strengthening the ability of teachers and school administrators to make citizenship meaningful to American boys and girls; namely, the National Education Association's Washington-United Nations Seminar, Syracuse University's Washington Seminar, American University's Institute on Current Problems in Education, and its Institute on the United States in World Affairs.

Using Washington's resources as a laboratory for learning about the federal government through first-hand experience and observation, their offerings combine classroom lectures and traditional methods of research with briefings by government officials, group discussions, and

visits to scenes of our nation's history and of today's government in action.

While these programs "major" in different subject fields—the first two stressing government, the third education, and the last-named world affairs—and differ in some procedural matters, they have many attributes in common.

Teachers who have come to the capital city of the United States to participate in one of these summer programs are quick to state that they will be better citizens and teachers as a result of their study.

"I have acquired a store of personal anecdotes which will help to add interesting sidelights to many of the events under question during the semester," a New England classroom teacher states. "With the pictures which I took on the trip I can literally project colorful reminders of our precious heritage on the screen for all to see, thus sharing some of my summer's experiences with a large number of pupils" declares a Michigan social studies teacher. "I will be in a better position to describe the actual mechanics of government," a teacher of the political phases of history relates.

Besides being the home of the U.S. Office of Education, Washington houses the headquarters offices of a number of important national education groups, including the National Education Association, the American Council on Education, and the Association for Childhood Education International. In its environs are located the most extensive library holdings of any U.S. city, including the unusually rich collections of the Library of Congress.

The vast amount of educational information available through these sources makes it a choice place in which to conduct educational research and to obtain background on methods of meeting educational problems. Diversified art galleries and museums are among the many cultural attractions that help make the capital city of our nation one of the leading educational centers of the world.

Social Education is indebted to the *American School Board Journal's* Washington correspondent for this summary of opportunities for summer study in the nation's capital.

Among the unique resources that Washington offers for keeping abreast of new instructional materials are the *Educational Materials Laboratory* of the U.S. Office of Education where a representative collection of textbooks in use in the nation's elementary and secondary schools may be examined, the *Current Curriculum Collection* in the Library of the Department of Health, Education, and Welfare where a large selection of courses of study, curriculum guides in various subject fields, and annual reports issued by State Departments of Education and some city school systems may be viewed, and the *Government Printing Office Bookstore* where teachers can browse among the 2,000 Government publications on display to find those which best suit their needs.

Week ends may also be used for sampling some of the historic attractions of the area ranging from attending services in a church where an American President has worshipped to touring battlefields of the Revolutionary War at Valley Forge or Yorktown and such "history book" spots associated with the Civil War as Harpers Ferry, Bull Run, Gettysburg, and Appomattox.

Popular week-end destinations in Virginia include Jamestown, site of the first permanent English settlement in America, restored Williamsburg, and Fredericksburg, the home town of George Washington's youth. In nearby Maryland, Frederick, where Barbara Fritchie lived, and Annapolis, where the U.S. Naval Academy is located, are among the favorites.

PROGRAM EMPHASES

Each of the Washington seminars emphasizes a certain aspect of the Washington scene. For this reason, a person interested in studying in the nation's capital must first decide whether he desires supplementary training in government, education, or world affairs.

The Government in Action. Through a well-planned sequence of activities the Washington Seminar, co-sponsored by the National Education Association's Travel Division and National Council for the Social Studies, takes its members to places of government in action where they hear talks by federal officials on the work of their agencies and obtain information on how policies are determined and how a wide range of government agencies operate. Prior to these appointments, the group meets in the Top-of-the-Park Room at their headquarters hotel for a half-hour briefing session, and returns to the same room for

follow-up discussions after the various government visits.

The NEA Seminar begins with an historical review of the plan and founding of our nation's capital, and considers seven other significant topics during its six weeks' existence; namely, Making Federal Law, Promoting the General Welfare, Educating and Informing Citizens, Safeguarding our National Security, Preserving and Extending Our Heritage, Participating in World Affairs, and Pushing Back the Frontiers of Knowledge. The latter topic, for example, reviews the role of the federal government in scientific research through visits to such agencies as the Atomic Energy Commission, National Institutes of Health, U.S. Naval Observatory, and National Bureau of Standards. At-the-scene laboratory sessions, lectures, and exhibits help illustrate the variety and scope of government research.

Students who attend the three-week Washington Seminar operated by Syracuse University's Maxwell Graduate School of Citizenship likewise confer with key officials in the legislative, judicial, and executive branches of the government. Like the participants in the National Education Association's project they watch Congress in session, visit the Supreme Court, talk with individual Representatives and Senators, sit in on Congressional Committee hearings, meet with spokesmen of various special interest groups, such as business and labor, and with diplomatic representatives of foreign countries. This year's activities will center on the formulation and execution of American foreign policy. Protection of the consumer will be a second topic for consideration.

Education. Practical applications of American education principles is the focus for American University's Institute on Current Problems in Education, which considers such topics as administrative and supervisory procedures, methods of teaching, curriculum revision, use of audio-visual aids (including radio and television) and school public relations. The day's activities begin on American University's Washington campus at Massachusetts and Nebraska Avenues with an eight o'clock lecture delivered by guest speakers. The rest of the morning is devoted to study group sessions in such curriculum areas as history, music, chemistry, and mathematics.

Participants may elect to serve on committees which work on reports of a professional nature in such fields as study unit construction, trends

in building design, or planning a student trip to Washington. Meetings of these committees and discussion seminars consume two afternoons each week. An Embassy visit is a highlight of the third afternoon, leaving two free afternoons and a free week end for seeing the places and meeting the people of most interest to individual members.

World Affairs. While international relations have a place in all four programs, the Institute on the United States in World Affairs sponsored by American University is the only one which makes this subject its sole preoccupation. Offered since 1945, this seminar now has about 1,000 alumni scattered throughout America and in some foreign countries. Its sessions consider such subjects as world politics and America's role in the international scene, U.S. membership in such organizations as NATO and the Organization of American States, duties of American ambassadors abroad, and activities of the Senate Committee on Foreign Relations and the House Committee on Foreign Affairs.

Two speakers address the group each weekday during the Institute's five weeks in Washington.

A discussion period follows. Besides foreign ambassadors, guest lecturers include Congressmen, State Department officials, and other international experts. A day spent at the Pentagon and another at the Pan American Union, as well as several afternoons at foreign embassies, help to provide a broad perspective for interpreting world events.

The work in Washington is followed by a final week (July 24-July 31) in New York City (optional) to round out the study of American foreign policy with two days at the United Nations, a day of briefings at the U.S. Mission to the United Nations, and a day of visits to such American organizations supporting the UN as the Foreign Policy Association and the American Association for the United Nations.

The National Education Association's Washington Seminar now also sponsors an optional week in New York City (August 15-21) which schedules meetings at the United Nations and at the headquarters offices of some of the American organizations specializing in international activities.

During the preceding week in Washington, the

SUMMER COURSES IN THE NATION'S CAPITAL

Completion of the following workshops which use Washington as a laboratory for studying the United States Government in action can yield from three to nine semester hours of undergraduate or graduate credit depending on the program in which one enrolls and the requirements of the cooperating college where one registers.

Washington-United Nations Seminar. July 13-August 21, 1959 (6 weeks including optional week in New York City, August 15-21). Jointly sponsored by the National Education Association's Division of Travel Service and the National Council for the Social Studies. (Contact Ward D. Whipple, Seminar Coordinator, NEA Division of Travel Service, 1201 Sixteenth St., N.W., Washington 6, D.C.) Persons desiring academic credit should also register in advance with one of the three participating institutions: New Mexico Western University, Silver City, New Mexico; University of Kansas City, Missouri; Western Illinois University, Macomb, Illinois.

Washington Seminar. June 8-26, 1959 (3 weeks). Sponsored by Syracuse University's Maxwell Graduate School of Citizenship and Public Affairs. (Contact Karl M. Schmidt, Jr., Coordinator, Washington Seminar, 218 Maxwell Hall, Syracuse University, Syracuse 10, New York.)

Institute on Current Problems in Education. June 29-August 8, 1959 (4 credits for 4 weeks; 6 credits for 6 weeks). Offered by American University. (Contact Samuel Engle Burr, Jr., Chairman, American University's Division of Education and Communication, Washington 16, D.C.)

Institute on the United States in World Affairs. June 22-July 31, 1959 (6 weeks including optional week in New York City, July 24-July 31, offered by American University. (Contact Samuel Engle Burr, Jr.—address given above.)

Other major universities in the Washington area which have scheduled summer sessions in 1959 in which educators may enroll for credit are: Catholic University (June 29-August 7); District of Columbia Teachers College (June 29-August 7); Georgetown University (June 17-July 24 and July 29-September 4); George Washington University (June 16-August 7); Howard University (June 22-July 31); University of Maryland (June 22-July 31); Division of Extension and General Studies, University of Virginia, Arlington Branch (mid-June to mid-September).

Participants in any of these programs can take advantage of their sojourn in the nation's capital to obtain fresh knowledge of American history and government in their free time. For catalogs and full information on course offerings, including teachers' workshops, write to the summer school directors of the above institutions.

emphasis of the NEA Seminar program is on international affairs. In visits to the State Department, for example, officials explain the agency's organization and functions, review global problems, and furnish information on the International Educational Exchange Program. At the U.S. Information Agency Seminar members hear broadcasts by the Voice of America and see typical USIS exhibits and films. Teachers may enroll for just the international portions of the NEA Seminar (two weeks).

EXPENSES

The basic charge for participating in the Washington phases of the Seminar jointly sponsored by two NEA units is \$248 (five weeks). This provides a large, air-conditioned room with kitchenette facilities shared by three Seminar members at Washington's Woodner Hotel on upper 16th Street (for two in a room allow an additional \$17.50 per person) bus transportation to briefings at government agencies, fees for special lectures, and the price of five special-event dinners.

For an additional \$62 a teacher can obtain a week's accommodations at the headquarters hotel for the Seminar's UN-related visit in New York City. Admittance to a popular Broadway show, a tour of Manhattan, and special dinner are included in this sum. Educators seeking credit for their seminar work must also pay tuition fees to the cooperating college of their choice (named above).

An outlay of about \$250 covers tuition, meals, dormitory housing for an educator registered for either American University's Institute on Current Problems in Education or the Washington portion of its Institute on World Affairs (five weeks). To join their week of study of the UN in New York City costs about \$50 more. This covers lodging at the Hotel Tudor.

Dormitory rooms on American University's Washington campus rent at a rate of \$15 a week per person for a double room shared with an Institute member. Tuition comes to \$20 per credit hour. A fee of \$20 per week is charged for non-credit students who audit these courses. Members may arrange to eat at the University cafeteria, open Monday through Saturday, for a weekly cost of about \$20.

Syracuse University officials estimate living expenses for their three-week seminar in Washington at about \$6 daily. This includes accommodations in a family suite of two twin bedrooms shared by four at the Fairfax Hotel and about \$3 a day for meals. At least \$1 a day is necessary for car fare. These expenses are in addition to a tuition and fee charge of \$96 for undergraduate or graduate credit (based on three credit hours).

Transportation to and from Washington, week end visits to places of historic interest, and sight-seeing fees are not included in the above costs. Funds will also be needed for tipping, for such personal services as laundry and entertainment, and for purchasing teaching materials and souvenirs.

School boards can encourage their teachers to become better prepared to provide citizenship education by recognizing participation in these workshops as a satisfactory way of meeting professional requirements for promotions and salary increases. Far-seeing school boards, suggests an enthusiastic seminar member, "might well require every teacher in their system to participate at ten year intervals in such programs."

By supplying a scholarship furnishing tuition, living expenses, and/or travel costs to make feasible a teacher's attending one of these programs, local civic groups such as women's clubs, chambers of commerce, and PTA's (as well as school boards) can render an appreciated public service.

"In short, in facing our hazardous future, we must learn an attitude of both caution and hopeful expectancy, remembering that 'if hopes are dupes, fears may be liars.' No particular set of academic courses can furnish the new or the old generation with the wisdom sufficient for performing our tasks and solving our problems adequately. But every form of education that brings the experience of the past to bear upon present problems, and that enlarges the realm of insight beyond that gained in concrete and immediate experience, will help the new generation to face the unprecedented dilemmas of the day."—Reinhold Niebuhr, "Education and the World Scene," in the winter, 1959, issue of *Daedalus*.

What Other Journals Are Saying

Harris L. Dante

THE WORLD HISTORY ENIGMA

An effort to check the decline of the one-year World History course in the curriculum as well as an attempt to make the teaching of the course more effective has been the goal of the Illinois Council for the Social Studies. The entire May 1958 issue of *The Councilor* is devoted to "Teaching World History—Techniques and Materials." The journal, edited by Dr. Charles R. Monroe, Wilson Junior College, Chicago, carries articles describing the present status, objectives, proposed changes, and useful practices relevant to the World History course. Other articles list audio-visual materials, sources of information, and a bibliography of World History.

A questionnaire sent by the Illinois Council's World History Committee to teachers throughout the state is reported by Lawrence E. Stone. Some of the results of the 221 responses appear below.

The World History course is organized chronologically in 158 schools, by topics in 80, by area studies in 77, and around current events in 21.

Principal problems in the teaching of World History were: covering a great span of years in so short a time (69); poor reading ability and vocabulary (35); getting the students to realize the importance of history in today's world (28); developing interest in the student, or student motivation (25); a one-year course is impossible (21).

The most frequently used activities in teaching World History were general discussions, student presentations, films, bulletin board displays, lectures, film strips, panels, recordings, pre-tests, guest speakers, art activities, debates, dramatizations, field trips, interviews, attitude scales.

Reading assignments were given from a special section in the library (137); students were allowed to choose their own reading (127); only basic text assigned (22). Written summaries of outside reading required (118); oral reports on reading (148); an outline of materials read (55); no report on outside readings (18).

Current events consist of reports by students (103); use of regular newspapers (86); use of weekly news magazines (82); current events not handled in the World History course (15).

In another article Professor Lefton S. Stavrianos, Department of History, Northwestern University, proposes a new type of World History textbook. The first three chapters of the proposed text are core chapters entitled "World in Which We Live," "Pattern of the Past," and

"Pattern of the Present." The rest of the book consists of chapters devoted to seven regions—United States, Latin America, Western Europe, Soviet World, Moslem World, Negro Africa, Oriental World. Each of the "region" chapters contains five parts: Basic Factual Background, Politics, Economics, Culture, Foreign Relations.

In an article on the "Objectives of World History," William Habberton discusses the outcomes of teaching and learning. He lists "(1) social knowledge (things that one needs to know about society, past and present); (2) social skills (competence in the techniques of acquiring and applying social knowledge); (3) and social conscience (desire to live intelligently and beneficently in the world community)."

Mary Keohane in "Everyone Needs World History," writes that World History "can start four habits of thought on which a free society depends." (1) It presents the students with alternative ways of life; (2) It stresses the choice of values; (3) It teaches critical thinking; (4) It teaches the tolerance that is born of understanding.

HAVE YOU HEARD THIS ONE?

(Both of the following items are taken from Dorothy Hamilton's column, "From the Editor's Desk," in the May, 1958, issue of *SOCIAL STUDIES TOPICS*, a publication of the Connecticut Council for the Social Studies.)

"Our young people have been corrupted by luxury; their manners are bad and they are contemptuous of authority. . . . They no longer rise when their elders enter the room. They contradict their parents, chatter in the presence of guests, wolf their food and tyrannize their teachers." This was a fifth century B. C. comment by Socrates.

"The time was when parents were rulers in their own household and children were under proper restraint. But in these latter days, the rule seems to be reversed, and quite too often children are their own masters, if not masters of their parents." From the annual report of the school committee of Rehoboth, Massachusetts, 1858, as found in *The New York Times*.

Notes and News

Merrill F. Hartshorn

Report on the House of Delegates Meeting

The following is a summary of the report submitted by Marie Edwards of the Indiana Council for the Social Studies who served as secretary of the House of Delegates.

The second meeting of the House of Delegates was held on Wednesday, November 26, 1958, in the California Room of the Sheraton-Palace Hotel, San Francisco, California, from 9:15 a.m. to 12 noon and from 2 to 5:15 p.m. A total of 64 delegates from a possible total of 98 were present, including the Board of Directors and officers who represent the membership at large.

The meeting was called to order by Jack Allen, President of NCSS, who welcomed the delegates. The House elected its secretary; a committee on credentials was appointed; and Helen Fairweather presented a digest of the Minutes of the 1957 meeting. The agenda was adopted with corrections.

The delegates discussed the problem of the strengthening of relationships between local, state, and regional councils and the NCSS. The importance of the local councils and functions of state councils, including the importance of the state councils' publications, was stressed. The structure and organization of state and local councils was discussed. The consensus of opinion was that there was a need to build organization structure around the geography of the state rather than a rigid national structure pattern. The role of the local council in work projects and curriculum committees was discussed, and consideration was given to how a strong state council can aid this work both on the local level and the state level.

A report was given on the new procedures for appointing the Committee on Professional Relations. There are now about 100 members on this Committee serving as liaison between the councils they represent and the National Council. It was pointed out that the national office offers many services to the various councils among which are: (1) providing exhibits for meetings; (2) sending personal representatives from the

national organization when possible; and (3) including items in *Social Education*, as space is available, regarding the activities of all councils which send material to the headquarters office.

The Manual on the operation and functioning of the House of Delegates was distributed to the delegates. Shirley H. Engle, chairman of the *ad hoc* committee which prepared the Manual, answered questions regarding the preparation and content of the Manual. It was accepted by the House with recommendations for some change in wording and with the recommendation that the national headquarters office do the editorial work to bring the Manual in line with the suggestions received from the House of Delegates.

Discussion then centered on basic problems facing social studies teachers and how NCSS could aid in working on these problems. Included in the problems was a general discussion on the subject of the lack, in some areas, of prestige in being a social studies teacher, including a lack of professionalism on the part of some teachers. The questions of teacher load and certification requirements were also included in the discussions. It was recommended to the Board of Directors that a committee be appointed to study the utilization of teacher time, teacher load, and other related topics. (Action on matters referred to the Board of Directors will be found under the heading of "Board Action on the House of Delegates' Recommendations" to follow.)

Regarding the subject of election procedures, the House recommended to the NCSS Board that a committee be appointed to reconsider the entire matter of the nomination and election of the NCSS Board of Directors and officers.

The House of Delegates felt that at the present time the NCSS was not in a position to sponsor regional meetings in addition to the annual meeting. However, it is possible that its program should be expanded in this direction in the future.

The meeting adjourned with a strong plea for the NCSS to take measures to publicize the Council and to make itself better known to the profession in general.

Board Action on House of Delegates' Recommendations

The NCSS Board of Directors met Wednesday, November 26, to consider the recommendations from the meeting of the House of Delegates.

The Board approved the following recommendations:

(1) That the minutes of the 1958 House of Delegates meeting be sent to the delegates to the 1959 meeting as well as to the present delegates.

(2) That the editorial work on the House of Delegates Manual be done in the national office.

(3) That, if possible, the national office include a statement in its promotional material about joining the National Council through a local, state, or regional council.

(4) That the recommendation for a change in affiliation procedures of the local, state, and regional councils with NCSS be taken under consideration. It was decided that a council may affiliate with the National Council if 10 or more of its members are also members of the National Council. However, at the end of five years, at least 10 percent of the members of that council must be members of the National Council if affiliation is to be maintained.

(5) That the President of NCSS be directed by the Board of Directors to appoint an *ad hoc* committee on the utilization of teacher time and teacher load to enable the social studies teachers to do an adequate job. (The committee will be instructed to review research and literature and develop a policy statement with other recommendations.)

(6) That an *ad hoc* committee be appointed to review the procedures of nomination and election of officers and the Board of Directors of NCSS. (This committee will be charged to bring plans to the meetings of the House of Delegates and Board of Directors in Kansas City in 1959.)

(7) That the tentative annual meeting program for 1959 be sent to members of the 1958 House of Delegates for suggestions and recommendations.

(8) That through the secretaries or presidents of the local, state, and regional councils, recommendations for people to serve on NCSS committees be requested.

(9) That the 1959 House of Delegates meeting be scheduled for Wednesday, November 25, in Kansas City, Missouri.

(10) That a committee prepare a resolution for the Business Meeting pertaining to the recommendation from the House of Delegates that a policy be formulated on the matter of federal aid

to the social studies and the humanities similar to the existing aid to science and mathematics.

(11) That an oral summary report of Board action with reference to the recommendations received from the House of Delegates in San Francisco be presented at the business meeting the following Friday. This is to be followed by a written summary of Board action to be mailed to all official delegates.

New York State

The Winter meeting of the New York State Council for the Social Studies was held in New York City, February 13 and 14. Its summer meeting was held at Potsdam State Teachers College August 20-23 in conjunction with the St. Lawrence Seaway and Power Development Project. Victor Minatte was in charge of the program, which included an all-day trip on the St. Lawrence Seaway and tour and luncheon at the Alcoa Aluminum plant at Massena.

H. C.

Southern California

The Southern California Social Science Association held its annual Fall Conference November 20 at Woodrow Wilson Junior High School, Glendale. Jack Allen, President of the National Council for the Social Studies, addressed the group on "A Renewal Program for the Social Studies."

The Spring meeting of the SCSSA is scheduled for April 11 at the Ramona Campus of Los Angeles State College.

F.N.A.

New Councils

The National Council for the Social Studies is happy to announce the formation of the Montgomery County (Md.) Council for the Social Studies with H. Norman Taylor serving as President; Kieran J. Carroll, Vice-President; and Judith Caro, Secretary-Treasurer; and the Southwestern Ohio Council for the Social Studies with Paul Merrill as acting chairman and Laura Fisher as acting secretary.

J. C. and P. M.

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your contributions as early as possible to Merrill F. Hartshorn, Executive Secretary, NCSS, 1201 Sixteenth Street, N.W., Washington 6, D.C. Contributors to this issue: Helen Cook, Frances Norene Ahl, Judith Caro and Paul Merrill.

Pamphlets and Government Publications

Manson Van B. Jennings

Economic Problems

"Racketeering in Union-Management Relations" (16 p.) is a mimeographed bibliography prepared for high school students by the Institute of Labor and Industrial Relations and the College of Education of the University of Illinois (704 South Sixth St., Urbana, Ill.). This selective reading list is intended to provide sources for an historical background of the problem of racketeering, some of the recent developments, an understanding of the causes, and some of the possible cures.

Challenge, the magazine of economic affairs published for laymen by the Institute of Economic Affairs of New York University (475 Fifth Ave., New York 17), is now available at a special price of \$2 to teachers and students for ten monthly issues. Each issue contains approximately a dozen articles plus other features which should contribute most effectively to the development of economic literacy. Articles are written in non-technical language and in a style and format that should attract the interest and attention of youthful readers as well as adults.

The "Recession"—Cause and Cure, in Perspective of Our Long-Range Problems (Conference on Economic Progress, 1001 Connecticut Ave., N.W., Washington 6: 54 p. 50 cents) is a study directed by Leon H. Keyserling who climaxed a long period of service to the New Deal and Fair Deal by serving as a member of President Truman's Council of Economic Advisers and who was characterized by the *New York Times* (Dec. 25, 1958) as fitting "snugly into that Democratic group that President Eisenhower regularly excoriates as 'the spenders.'" This study analyzes the impact of economic expansion on prosperity and recession and presents the thesis that continued growth of the economy at a regular rate is necessary if recession and depression are to be avoided. And while it may seem that this booklet is dated because the recession presumably has run its course, Keyserling's analysis will continue to have pertinence, for it persuasively presents one side of a highly

controversial issue that will remain an issue for years to come.

The Economy of the American People: Progress, Problems, Prospects (National Planning Association, 1606 New Hampshire Ave., N.W., Washington 9: 165 p. \$2) was prepared for the NPA as a staff report by Gerhard Colm and Theodore Geiger, and represents an effort to provide the serious reader with a broad view of the American economy. The object of this publication is "purely informative—to analyze the nature and prospects of the American economic system, how our private enterprise economy has been able to achieve such high productivity and living standards, why it has not succumbed to the fates predicted by the communists and other social prophets of doom, what its actual problems are and its prospects likely to be."

In *The Defense We Can Afford* (Committee for Economic Development, 711 Fifth Ave., New York 22: 31 p. Free to schools) CED's Research and Policy Committee considers the question of how much the American people should be willing to spend for security, as well as other questions relating to various economic and administrative aspects of the over-all problem of national security. This statement is succinctly written, analytical in approach and objective in tone; it clearly indicates some of the choices the American people must make in facing up to the problem of providing the national security we need.

Two studies released by the American Enterprise Association (1012 14th St., N.W., Washington 5) should be of continuing interest to the serious adult reader. *National Aid to Higher Education* (38 p. \$1) concludes that "Any national grant is a camel's nose in education's tent. Both history and folklore suggest that the camel will eventually take over." Instead of national grants, the authors found other alternatives for meeting the inevitably growing cost of providing higher education for coming generations of American youth. In *Agricultural Surpluses and Export Policy* (52 p. \$1), the author believes that American

agriculture can compete at home and abroad in the production of a number of commodities without need for special protection and subsidy.

One way of keeping up to date on pamphlets and films relating to labor is to subscribe to *AFL-CIO Education News and Views*, a monthly publication of the Department of Education of the AFL-CIO (815 Sixteenth St., N.W., Washington 6: 20 cents each or \$2 per year). This 16-page periodical features interesting articles on labor education and devotes several pages of each issue to a review of films, filmstrips, pamphlets and books of interest to students of organized labor.

Government Publications

The Colombo Plan . . . What It Is . . . How It Works, (Government Printing Office, Washington 25: 11 p. 15 cents) answers questions about the Colombo Plan, which is the name given to the cooperative effort that countries of South and Southeast Asia are making to develop their economies and raise the living standards of their people. [For an up-to-date report on the Colombo Plan, turn to page 111 of this issue of *Social Education*.—Ed.]

Fact Sheet: Mutual Security in Action—Thailand (Government Printing Office, Washington 25: leaflet. 5 cents) describes the nature of the economic development assistance provided by the United States to Thailand, and reviews the objectives and accomplishments of the program.

International Education Exchange Program, 1948-1958 (Government Printing Office, Washington 25: 65 p. 30 cents) reviews the educational exchange activities that have been sponsored by the State Department in accordance with the provisions of the Smith-Mundt Act that became law in 1948. The International Educational Exchange Program has been designed to help man communicate effectively with his fellow men in foreign lands, and the accomplishments of the program in one short decade are sufficient to encourage its sponsors in the belief that the program offers one promising path toward the development of greater confidence, trust, and understanding among the peoples of the world.

What To Know About Drug Addiction (Government Printing Office, Washington 25: 8 p. 15 cents) discusses the cause of drug addiction, the drugs used by addicts, and the diagnosis, treatment and prevention of addiction. At first glance, this pamphlet may appear to be aimed more at an audience of physicians than social studies teachers or students. But upon closer inspection, the reader will find that this pamphlet

provides basic factual information that serves as essential background for the study of drug addiction as a social problem.

No Political Influence Will Help You in the Least, Letters of Theodore Roosevelt, Civil Service Commissioner, 1889-1895 (Government Printing Office, Washington 25: 52 p. 25 cents) is a collection of selected letters of Theodore Roosevelt published to honor a man who gave an early and struggling U.S. Civil Service Commission vigorous, fearless, and intelligent leadership. These primary-source documents give insight into the character of T.R., and throw light on the problems encountered by our early Civil Service Commissioners.

Life and Career of Theodore Roosevelt (Government Printing Office, Washington 25: 49 p. 20 cents), prepared by the Theodore Roosevelt Centennial Commission, contains articles that sketch T.R.'s life and review his impact specifically on conservation, agriculture, and labor. The final pages cite numerous references for further reading, including a section on titles for young people.

Miscellaneous Materials

From the *Service de Presse et d'Information* of the *Ambassade de France* (972 Fifth Ave., New York) comes *French Economic Assistance in West and Equatorial Africa, a Decade of Progress, 1948-1958* (40 p. Free), which outlines the achievements of the Investment Fund for Economic and Social Development in French West and Equatorial Africa. Abundant graphic materials and maps describe the economic development of an area nearly as large as the United States, yet containing only one seventh of our population. This attractive and readable publication outlines a record of substantial achievement in a part of Africa that rarely hits the headlines.

The publishers of the *World Book Encyclopedia* (Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago 54), with the assistance of Stella Kern and Katharine L. Caloway, have prepared three booklets (50 cents each) of instructional aids for teachers who have the *World Book Encyclopedia*. One is for teachers of junior high school social studies (65 p.), another for world history teachers (49 p.), and the third for teachers of American history (41 p.). Each is organized topically and suggests ways of making use of the encyclopedia; in so doing, these booklets make reference to particular articles in the encyclopedia, many of which might otherwise be overlooked.

Sight and Sound in Social Studies

William H. Hartley

Motion Pictures

Association Films, Inc., Broad at Elm, Ridgefield, New Jersey.

Freedom Highway. 35 minutes; color; free loan. A film epic recreating memorable moments in American history. A winner of "Freedom Foundation" award.

Theodore Roosevelt—American. 28 minutes; rental, \$4. The life—the times—the triumphs of Theodore Roosevelt. Produced by the Department of Defense in cooperation with the Theodore Roosevelt Centennial Commission.

Helping the Taxpayer. 14½ minutes; free loan. What happens when the government questions income tax returns. Explanation of Internal Revenue Service operations.

The Pulse of Time. 10 minutes; free loan. History of the timepiece from man's earliest efforts to the development of the ball bearing.

Coronet Films, Coronet Building, Chicago 1.

The Sun and How It Affects Us. 11 minutes; sale: black-and-white, \$55; color, \$100. A comprehensive study of the sun is presented, including the sun's size, distance from the earth, physical nature, and its effect on life, weather, and tides on earth. A basic understanding of the probable origin and effects of the corona, prominences, flares, and sunspots is provided through telescopic motion pictures. For junior and senior high school classes.

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Industrial Canada. 16 minutes; sale: black-and-white, \$82.50. Growing cities, huge factories, and modern highway systems reveal Canada's dramatic change over the last

50 years from an agricultural country to a major industrial nation.

Life in Ancient Greece: Home and Education. 13½ minutes; sale: black-and-white, \$68.75; color, \$125. Filmed in Athens, the picture follows the activities of a typical family of this city in 440 B.C. Through a warm, human story of a young Athenian boy and a beautiful vase we learn how the people furnished their homes, what foods they ate, how they dressed, how they worshipped, what their schools were like, and the education of the daughter in household arts. We also see the pottery factory which is the family livelihood.

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Life In the Alps. 11 minutes; sale: black-and-white, \$55; color, \$100. Haying, gardening, lumbering, and particularly grazing animals fill the lives of people living on the high slopes of the Austrian Alps. The seasonal movement of cattle and sheep from lower pastures to higher grazing lands illustrates how farmers have worked out a successful pattern of agriculture in a difficult and challenging Alpine terrain.

McGraw-Hill Book Company, Inc., Text-Film Department, 330 West 42nd St., New York 36.

English Farm Family. 14 minutes; color; sale, \$120. Through viewing the daily life of a manager of a dairy farm in Oxfordshire and his family, an understanding of scientific farming in England and the effect of new national conditions on British home life is highlighted.

Japanese Family. 23 minutes; sale, \$130. This is the story of a family of silk-weavers of Kyoto. Filmed in post-war Japan, it reports the everyday events of modern family life. Authentic Japanese music, performed on native instruments, adds to the documentary value of the film.

Germany: A Family of the Industrial Ruhr. 16 minutes; sale, \$90. A picture of life today in a West German industrial city is presented in this informative film which focuses on the activities of a typical working man's family. Herr Müller is a skilled worker in one of the Krupp plants, and scenes inside the factory show something of German industrial methods and point up the importance of the Ruhr region to Germany and the world. Accompanying the children to school, the film acquaints us with the rather formal nature of German education from the first grade onward. As Mrs. Müller shops, we see that this modern industrial city still retains much of the old in its streets, architecture, and customs.

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Modern Talking Picture Service, 927 Nineteenth St., N.W., Washington 6, D.C.

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Filmstrips

New York Times, Office of Educational Activities, 229 West 43rd St., New York 36.

How Strong Is Russia Now? Sale, \$2.50. A summary of Russia's industrial position, advances in education, satellite program, and relations with the United States.

UNESCO Publications Center, 801 Third Avenue, New York.

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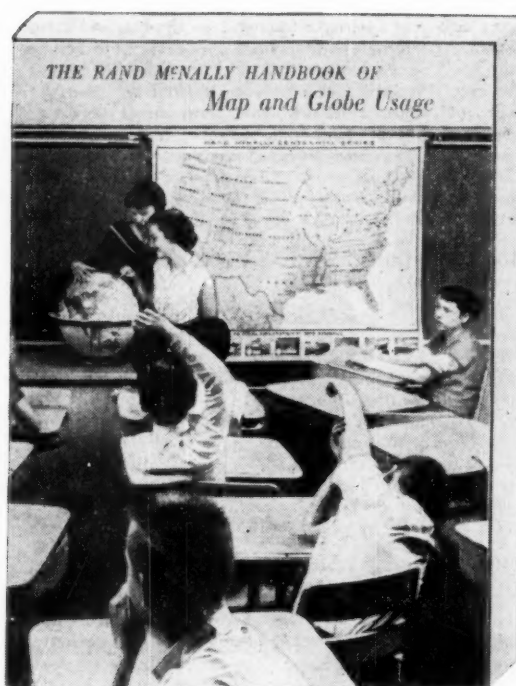
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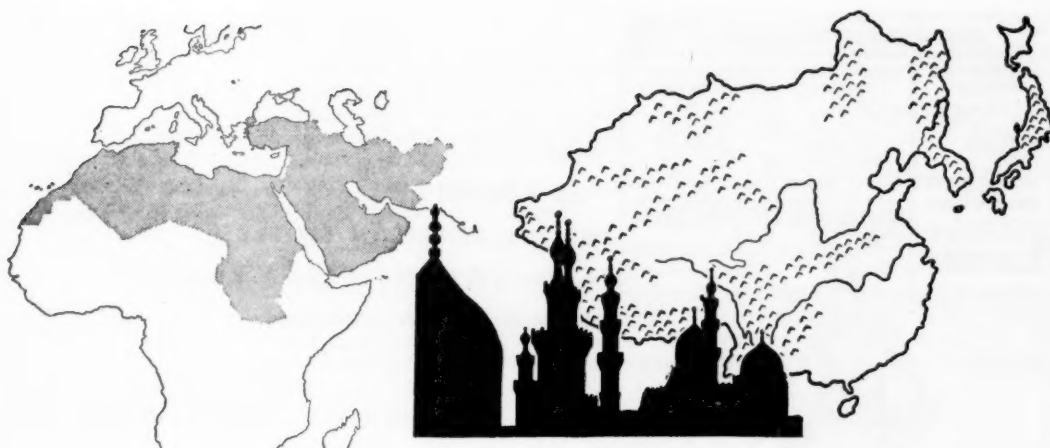
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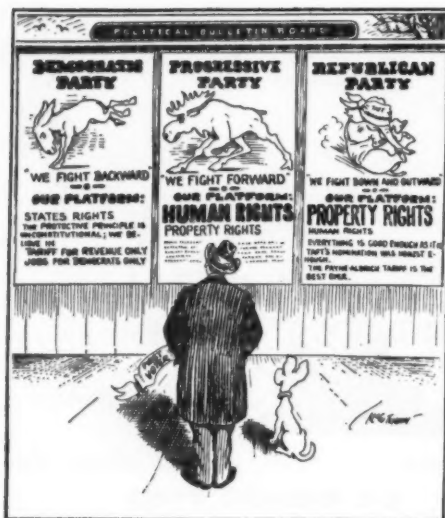
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Book Reviews

Daniel Roselle

I. THE STATE OF AMERICAN EDUCATION

In Bayonne, France there are still women who will not cut their fingernails on any day that has the letter "R" in its name. They will tell you with conviction that a woman who breaks this rule brings misfortune to herself and her family. This opinion is not based on fact, of course. And yet, since it is considered true by some people, can we afford to ignore it?

In our own country there have developed in recent years some equally strange ideas. They involve vague generalizations about the philosophy of John Dewey and the nature of instruction in our schools. Like the belief of the women of Bayonne, they are not based on facts.

Again the question arises: "If an unjustified idea—in this case involving American education—seems sound to some people, is it wise for us to ignore it?"

The Book Review department thinks not. On the contrary, it is convinced that *all* ideas concerning education must be analyzed, including those which are not based on reason.

In an effort to do this, the department this month presents feature reviews of two books that have stimulated considerable discussion about American education. They are: *John Dewey in Perspective* by George R. Geiger; and *Brainwashing in the High Schools* by E. Merrill Root.

Our reviewers are Dr. H. Harry Giles, Advisor, Curriculum on Human Development and Social Relations, Social Studies Department, School of Education, New York University; and Dr. Erling M. Hunt, Chairman of the Department of the Teaching of Social Studies, Teachers College, Columbia University.



John Dewey in Perspective. By George R. Geiger.
New York: Oxford University Press, 1958.
248 p. \$5.50.

By H. Harry Giles

When a man of towering stature strides across the world he leaves an impress on his time which alters the course of the lives of the people. John Dewey was such a man. Robust and rich in mind and body, Dewey lived for ninety-three years and

devoted his entire professional career to the celebration of human intelligence.

Dewey exemplified intelligence at work—a quiet process not more dramatic than when Einstein, having hit on his equation $E = mc^2$, came downstairs in his sweatshirt and bedroom slippers and said, "Mamma, I have a little new idea." This reviewer remembers Professor Alice Keliher describing how Dewey took over a seminar for an ailing colleague, spent two hours of slow discourse with himself, looked up as the bell rang and said, "I think I understand a little more."

But Dewey was not a thinker in a vacuum. He was fully alive to all that happened around him and could be a swift man of action. At a birthday party for William H. Kilpatrick talk turned to an incident that occurred when Dewey was working at his summer cottage. Dewey had looked up from his writing and noticed two young guests struggling in the water, their canoe overturned. He swam out and brought them to shore, then resumed his work at the desk. I asked this thinker, "What did you think about when it happened?" He replied, "I remember nothing from the time I started from the door to the time I got back."

George Geiger, in his remarkable book, has presented the essential ideas of this man who saw in thinking the unique quality of human kind, and who labored diligently to establish a scientific revolution in the conduct of human affairs. Geiger sees and describes the present tide against Dewey's way of thinking—a tide in which "Progressive education," "pragmatic" searching, "scientific humanism" are epithets in the mouths of those who would retreat from full human responsibility for the direction of human affairs.

Professor Geiger does not stigmatize the attackers, as this reviewer has done. He attempts to put into a little more than 200 pages the issues raised, and with sweet reasonableness offers the substance of Dewey's developing analysis of these issues. His achievement is notable.

Thus in the first seven chapters, he presents Dewey's affirmation of experience, his analysis of the art quality in experience, his proposal for studying the nature of value and of achieving substantial value judgments; his concepts of inquiry, knowledge and truth; his view of thinking

and logic and his way of employing scientific method in all realms of human activity; his penetrating definition of valuing, and the relation of the natural universal to man's use of communication and mind. In the remaining three chapters, Professor Geiger points to some of the applications of Dewey's analytic discoveries.

John Dewey was sometimes as clear and beautiful in his language as in his resolution of intellectual problems. But not always! It is therefore particularly commendable that Professor Geiger writes with much skill and felicity. Geiger calls chiefly on his extensive knowledge of Dewey's work and of the whole body of American and British philosophic thought for his presentation. In addition, he displays a wide knowledge of the contemporary social sciences and their milieu. This enables him to point out Dewey's omission of references to certain psychiatric, anthropological, and other material which would have been useful.

The baiters of "Progressive" education are revealed as scape-goats firmly entrenched in false assumptions regarding Dewey's real thought and its uses. Those aggressive religionists and atheists who revile Dewey are rebuked by showing Dewey's solid insistence on the continuity of man with all of nature and his need for identification with all that exists. The classicists and the modern British naturalist philosophers are shown to ignore Dewey's constant use of the historical roots of evolving phenomena and his anticipation of much they now discover. The idealist position is directly challenged throughout on the basis of its assumption of the discontinuity between man's experience and his concepts. The diatribes of Russian scholars against Dewey are used to reveal Dewey's consistent refusal to accept narrow and mechanistic authoritarianism, whether from left or right.

From beginning to end, the book is an illumination of the meaning of the problem-solving approach to all aspects of living and learning. The following quotations are representative, though far from inclusive:

With regard to liberalism, Dewey's comment on Justice Holme's "free trade in ideas" is given. It surely is a fine description of Dewey's fundamental beliefs: "It contains in spite of its brevity, three outstanding ideas: belief in the conclusions of intelligence as the finally directive force in life; in freedom of thought and expression as a condition needed in order to realize this power of direction by thought; and in the experimental character of life and thought."

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In 1939, in response to a query from Geiger, Dewey gave a prophetic rejoinder:

"Is the disproportion between the application of the scientific experimental method to the physical conditions of human associations and its lack of application in direct social affairs such that, in the present state of the world, it is hopeless to expect a change? I know of no sweeping answer to this question. But the problem is one of degree, not of all or none. . . . In any case, the question is not, as critics have sometimes put it, one of intelligence or knowledge versus action, but of *intelligent* action versus some other kind of action—whether it relies on arbitrament by violence, or dialectical materialistic inevitability, on dogmas of race, blood, nationality or supernatural guidance."

By their contributions to a liberal civilization, the social scientist and the social studies teacher are among the principal contributors to the saving of the human adventure. Professor Geiger's concluding comment on the relevance of his subject to the current race between intelligence and catastrophe has special meaning to them:

A liberal civilization, he says, takes a position between "the extremes of distrust of human ex-

perience at one end and intolerant confidence in dogmatic formulas at the other. And such a liberal civilization is always a matter of hope. Perhaps, then, it is not fair to John Dewey to place his ideas against the crazy background of a fugitive present. We may say instead that when men are finally ready to apply intelligent inquiry to the solving of their problems—and if they never are nothing more need be said—the thought of John Dewey will be there."



Brainwashing in the High Schools: An Examination of Eleven American History Textbooks.

By E. Merrill Root. New York: The Devin-Adair Company, 1958. 277 p. \$4.50.

By Erling M. Hunt

This book is a phony. Ostensibly concerned because schools don't teach the author's kind of patriotism, it is actually a diatribe against government regulation of business, the welfare state, foreign aid, and any interference with what Root calls the free-enterprise system. Adopting the techniques of totalitarian brainwashers—ripping statements out of context, distorting and misrepresenting them, and then relentlessly repeating, repeating, repeating his irresponsible conclusions—he besmirches American institutions, leaders, and history as much as he does the highly competent professors and teachers whose textbooks he assails.

His methods and his findings mark him, rather than his intended victims, as truly subversive of American scholarship and patriotism.

Again and again Root asserts that "Our American form of government is not a 'democracy' at all," but a "constitutional republic" (pp. 28, 12, 18, 29, 30, etc. His italics throughout.) "... it is misleading to use the term 'democracy': for the student will never know whether you are talking about American democracy or collectivist 'people's democracy'" (p. 33). Again and again he charges that any account of reform movements—from the American Revolution to the present—can only be interpretation in terms of "class war," (p. 43), Marxist "economic determinism" (p. 41), and "demagoguery" (p. 48).

Again and again Root attacks government's concern for welfare, its regulation of business, and taxation. "The people in 1787 got ... a document to protect life and liberty and property too ... because all the people were tired of a government (like Great Britain's) that would tax and tax and spend and spend. They wanted freedom

from big government ..." (p. 68f); "... the Constitution as a whole ... is clearly a design to keep government as a road for the people to walk on but never a parasitic Old Man of the Sea on the people's shoulders" (p. 83); "Thomas Jefferson ... would today be opposing excessive taxation, the crushing of states' rights, the growing federal control of once-free men" (p. 87).

To Root, change—especially the growth of democracy—and constitutional amendments are bad. Authors "do not understand that the greatness of the Constitution is not that it can change with the times but that it stands with Eternity. ... The difficulty, of course, is to keep the times up to the Constitution!" (p. 73). As for democratic change, "Did the Income Tax Amendment bring 'increased political rights'?—or even increased economic rights? It has been extended and ramified until it is a millstone around the neck of the American people. ... But the Constitution itself, and especially the Bill of Rights, which [the authors] specifically praise, were aimed primarily at promoting individual freedom first, in the belief that the 'general welfare' follows freedom. The Bill of Rights was aimed primarily against Big Government, against the danger of Uncle Sam's becoming Uncle Caesar. Each of the ten items of the Bill of Rights is aimed against swollen prerogatives of government. Not one of them, to promote the 'general welfare,' tells government that it shall do something to bring bread and circuses to the people. Each of them is a warning to the government to keep hands off the people and to let them work out their own life, liberty, and pursuit of happiness in their own way and through their own initiative. ... But the authors, contrary to fact, declare that the Constitution has 'gradually been made more democratic' as it appears to them to approach the welfare state" (p. 76f).

"... there were great abuses in the system of free enterprise. ... What is needed ... is a clarifying of the synthesis: that, today, these forces which in lusty youth sowed wild oats of power and expansion cooperate now with the general welfare and serve the people. To state the conflict in Harlow's terms is to falsify the basic unity of American society, and to be unfair to the creative initiative of free enterprise" (p. 135). "Worst of all, none of these texts—not one of them!—cites or quotes the writers who understand and uphold the system and philosophy of free enterprise" (p. 136). "... the things which Americans most disliked and against which they had launched their Revolution was government control. Jef-

erson's words, 'That government is best which governs least,' define essentially the American spirit. The purport of the American Revolution was that 'private enterprise and control under competitive conditions' should be free of excessive taxes, hampering laws, governmental control. 'Reforms,' to be sure, would be needed . . . : But they were to be reforms of a kind that would make free enterprise freer, not curb and curtail it and bring the individual and his affairs under 'collective or governmental ownership.' The genius of the American Revolution, therefore, is essentially a genius that says *Yes* to free enterprise and that says *No* to socialism" (p. 145).

Root declares that Jefferson "foresaw the avid profiteering of big government" (p. 60). As for Hamilton, "at his worst [he] was a prototype of the 'modern Republican'—a modern 'liberal' under wraps. His federalism was simply the 'modern Republicanism' of that day—a belief in the Executive and in an overriding federal government, a distrust of states' rights" (p. 101; also pp. 60, 87). Quoting, four times in three pages, Emerson's "If Jackson is elected, we shall all feel dirty," he places that leader "in the stream that was to flow to the social democracy and socialistic nationalism of Huey Long, Adolph Hitler, Benito Mussolini" (p. 116). Of Theodore Roosevelt: "True, the unphilosophical and politically opportunist Teddy—a great American but not a great political thinker—*did* dip out of Populist and perhaps even Socialist brews a mélange of ideas that he made his own by right of style" (p. 130). Wilson's "folly in involving us in the European blood bath, his political rigidity and aridity, his fatuous phrase about making 'the world safe for democracy' go unchallenged" (p. 183f).

Foreign brainwashers can scarcely use fouler muck than Root. And he has unqualified praise for few, notably Washington, Coolidge, Hoover, MacArthur, Chiang Kai-shek. Eisenhower has only incidental mention in one footnote.

Adequate attention to Root's misrepresentation, contradiction, lack of historical scholarship, and perversion of his selected evidence would take volumes. He isn't worth the trouble. He may give comfort to others who share his anxieties, not to say neuroses, but to most readers his excesses provide their own antidote—and, in spite of his sensationalism, his style and repetition grow deadly. Moreover, most of the books that he attacks are available in communities that have high schools; most have long been and still are standard texts. Their authors are long-established and

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respected college or university professors of American history, or teachers or school administrators with notable classroom records. The authors include many veterans of military and government service. All have devoted long careers to the study, teaching, and writing of American history and the development of informed and loyal citizens. Nor have their publishers—long established and with a heavy stake in public esteem—or school boards, or superintendents, principals, teachers, parents, or high school youth been so stupid or subversive as to consent to the preposterous plot to sabotage American traditions that Root alleges.

Incidentally, the author, long a professor of English, doesn't know that the text by Craven and Johnson, two eminent professors at the University of Chicago, to which Root directs by far the greatest attention, is for colleges, not high schools, and the Mowrer and Cummings is for the Modern Problems course that follows high school American history. The authors of texts that Root has not attacked should not feel hurt; he would have liked them no better, and the authors of the one text that Root occasionally praises ought, along with believers in free enterprise, to consider suing him.

SOCIAL EDUCATION ASKS: HOW CAN BOOKS ON AMERICAN GOVERNMENT BE IMPROVED?

UNITED STATES SENATORS REPLY

NOTE: The two feature reviews in this issue evaluate books in the fields of education and philosophy. To supplement these evaluations, SOCIAL EDUCATION addressed the following question to a small and carefully selected group of United States Senators:

"How can authors and publishers add to the public's understanding of the structure and function of the American Government? Specifically, what areas of American Government should be given more thorough treatment in the books that are published in the future?"

Seven Senators responded to our inquiry. Their answers are printed below:

HUBERT H. HUMPHREY (D—Minnesota)

Luckily, in the last few years, a number of fine books have been written by people with experience in government at many levels. The great improvement, in my mind, has been that they deal with government as a *process* rather than merely as a *structure*. Students now are able to get a much more realistic view of government and an appreciation of its dynamic, human component. Specifically, some of the concepts that are now put across are the tremendous role of group action in politics, without the connotation that somehow such activity is evil; the influence of the background and associations of government personnel in their making of decisions; the contribution made by Congress in the modification of policies and the adjustment of interests, as opposed to the popular view a few years ago that executive agencies were the font of all wisdom and ability.

What worries me in education is not the lack of sound writing, but the lag in getting these new understandings to the students. Busy teachers, often without the opportunity to refresh themselves with modern instruction, are likely merely to pass on the concepts of their own professors, perhaps formed many years ago when the social sciences were far less developed than today.

Books, therefore, are the only hope for reaching the student of today. I hope they will be written by people of large enough grasp to convey economic conflict, the sociology of group behavior, and the actions of political men in their true, intimate relationship.

IRVING M. IVES (R—formerly Senator from New York)

I would suggest two areas of American Government which might be given more treatment in future books:

1. The functioning of the Committee System

in the legislative branch of the government. So many people appear to feel that the work of the House or the Senate is done on the Floor of either House, whereas the great bulk of the task of shaping legislation—the preliminary investigations and the actual drafting of bills—occurs in committees.

2. The self-perpetuating bureaucracy in the Executive branch which continues regardless of the decision made by the voters in a presidential election. While I do not quarrel with the need for a career civil service, and in fact consider it essential to the smooth functioning of the government, the Executive branch has become so vast that in many respects it functions independently of the will of the people as expressed in the outcome of a presidential election. A thoughtful study of this subject might contribute considerably to public understanding.



JACOB K. JAVITS (R—New York)

In response to your inquiry, I believe that authors and publishers can add to the public's understanding of the structure and functioning of the American Government by making clear how the individual can most effectively function as a citizen. We deeply admire the patriotism of one who would die for his country, but we must also strive to teach how best to live for it. The Romans said, "*vox populi vox dei*" ("the voice of the people is the voice of God"); our people must effectively sound this voice. The areas I think best adapted for consideration are:

1. The system of protection for the individual rights and dignity of the individual and how it works.
2. The self imposed disciplines on those in the three branches of Government required to make the system of checks and balances work.



LYNDON B. JOHNSON (D—Texas)

I suppose that every man always feels that the things which are closest to him are the most misunderstood by the outside world. In response to your question, I would reply that the United States Senate as an institution has had the least thorough and understanding treatment of any of our basic institutions.

I do not have the time and space to elaborate on my point. But I have served in the House, the Senate, and in the Executive branch of the Government. In addition, I have many close friends in the Judiciary.

I believe that a real service would be performed by a basic examination of the Senate, devoted not merely to form but to function. In many respects, the Senate is unique, and I am not certain that this point has been clarified in the academic literature I have read.

ESTES KEFAUVER (D—Tennessee)

Very briefly, it seems to me that among the subjects which authors and publishers might well be exploring at present are these:

(1) While a vast amount of material has been written on the Supreme Court, its functions and its limitations are not well understood even sometimes by educated people.

(2) It seems obvious, also, that the place of the quasi-judicial agencies of the government are not fully understood, even by the agencies themselves on occasion. Some attention ought to be paid these statutory agencies, their history, powers, methods, and so forth.

(3) It might be useful as well to have more material on how the Congress works, written in popular form, and available at a low price, perhaps in paper covers.

JOHN F. KENNEDY (D—Massachusetts)

In my judgment, public understanding of American government could be stimulated by greater attention—especially in the writing of biography—to politicians “below the summit.” There are very few good books on Senators, party leaders, and municipal officials, who help to shape our history and heritage but who are forgotten in the welter of material on Presidents and Generals. In general, there has perhaps been a disinclination to appreciate more fully the role of the politician—of his frequent stand against certain groups and masses and trends that might otherwise be shaping our history.

There has been very little careful study of the legislative process either in historical or contemporary perspective. I have found in my own work no really outstanding study of the Senate and very little first-rate work on the passage of important bills or the work of committees. I think that in recent times there has been somewhat greater interest in such matters, but it seems to me that much effective work remains to be done.

LEVERETT SALTONSTALL (R—Massachusetts)

I certainly believe as you do that it is most important to promote the fullest possible public understanding of the functions of the various departments of our government for only when people fully understand the functions of their government can they in turn fully appreciate the institutions which we as a democracy so treasure. I do not have any specific thoughts as to particular areas of the government which have been inadequately treated by authors and publishers. I do think, however, that a continuing examination of the means by which our democratic government preserves and protects our civil liberties is vital. A complete public understanding of this aspect of government is very important. At times we become so preoccupied with the immense structure of government that we overlook some of the basic principles that the entire structure serves.

II. BOOK FARE***The Modern World***

NOTE: The following three books are included in *The University of Michigan History of the Modern World*. The series, which will consist of fifteen volumes, is edited by Allan Nevins and Howard M. Ehrmann. Price of the first four volumes—*The Near East, Russia and the Soviet Union, Latin America, and The Far East*—is \$35. The Founding Member price is \$24.95.

A. LATIN AMERICA

Latin America: A Modern History. By J. Fred Rippy. Ann Arbor: The University of Michigan Press, 1958. 579 p.

General histories of Latin America receive frequent reproofs from students and lay readers. Their style is encyclopedic, say the critics, or non-interpretative. They stress politico-military events and the excesses of dictators and dynasts. They detail successive national administrations with-

out unmasking popular thought or welfare. They organize four and a half centuries into too long or too many short time spans.

In his volume in the new University of Michigan History of the Modern World, Professor J. Fred Rippy seeks to avoid these pitfalls. Without omitting essential facts, he delineates the many-sided evolution of a distinctive world area. While sketching political and military backgrounds, he interlaces the growth of economy and intellect. Though disclosing the turbulence produced by overzealous *caudillos*, he elevates the contributions of poets and *pensadores*. He appraises both the plight and the potentialities of the world's most rapidly-multiplying people.

By breaking the national period at 1900 the author divides the Latin American epic into encompassable epochs. By effective use of comparisons and contrasts he captures both the unique flavor of each republic and the distinguishing tones of a colorful region.

HAROLD F. PETERSON

State University of New York
College for Teachers at Buffalo



B. THE NEAR EAST

The Near East. By William Yale. Ann Arbor: The University of Michigan Press, 1958. 485 p.

In his book, *The Near East*, William Yale supplies a background of historical information which explains today's course of events in a region highly strategic in international affairs.

Surveying briefly the origin of the Turkish nation and the formation of the Ottoman Empire, the author describes the underlying movements and the resulting stream of events of the nineteenth and twentieth centuries which have resulted in decades of turmoil and unrest in the region. The stories of European intervention and penetration, the Turkish awakening, the Arab renaissance and the rise of Arab nationalism, and the emergence of Zionism and Communism are presented. They are treated as contributing to the lack of unification of peoples with similar backgrounds, beliefs, and aspirations. However, the book fails to accord Communism its true place as a source of conflict and unrest.

The Near East is a scholarly work, well written and easy to read, which supplies vital information about a region of critical significance in world politics.

KERMIT A. COOK

West Virginia University



C. RUSSIA AND THE SOVIET UNION

Russia and the Soviet Union: A Modern History.

By Warren Bartlett Walsh. Ann Arbor: The University of Michigan Press, 1958. 640 p.

This is a history of Russia since its beginning until and including the recent developments in 1957. The book, as its author says, has been written "for the general reader and not for the professional specialist in Russian history."

The approach is novel in one respect, namely, 371 pages are devoted to pre-Communist Russia (a span of over a thousand years), while the narration of subsequent events (1917-1957) takes up 219 pages. This intended disproportion might appeal to the general reader who is much more interested in the Soviet Union than in its predecessor, pre-revolutionary Russia. The value of the book is greatly enhanced by an exhaustive and annotated bibliography.

The author is right in saying that "no history book can be free from either error or bias because the books are written by imperfect men working with imperfect knowledge and data." His own book is frankly anti-Communist because, as he explains, he "is neither neutral nor indifferent." Yet one must agree with him that he has "tried to be fair and honest."

W. W. KULSKI

Maxwell School
Syracuse University



Recent American History

The United States and the Twentieth Century.

By George H. Mayer and Walter O. Forster. Boston: Houghton Mifflin Co., 1958. 787 p. \$6.50.

In flippant, *Time Magazine* style the authors tell us that Woodrow Wilson's mistake was his idealistic failure to help rebuild the pre-1914 power structure. Franklin D. Roosevelt, like Wilson, is said to have gratefully accepted foreign policy problems as an escape from opposition to his domestic reform program. And both Democratic leaders were criticized more severely for being idealistic in war and peace than was Hoover for being "practical" in the depression setting.

The Truman scandals are enumerated but no mention is made of the fate of control commissions under Eisenhower. Foreign policy debits are explained by implying that Acheson lost Korea and Dulles lost Indo-China. Communism apparently was contained in the Balkans by Truman's "novelties." After discussing NATO and SEATO,

the authors suggest that we shake off illusions of the past and rebuild instruments for a balance of power.

Perhaps this is hard, cold-war realism. To this reviewer, however, it smacks of conservative revisionism.

J. WADE CARUTHERS

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New Haven State Teachers College

Social Philosophy

For Brethren Only. By Kermit Eby. Elgin, Illinois: Brethren Publishing House, 1958. 234 p. \$3.00.

Professor Eby is deeply concerned with modern man's loss of values. He reviews, with the emotion of a sensitive man and the analytic attitude of a social scientist, his Mennonite-Brethren heritage. He recalls the days when his "Pennsylvania Dutch Dad" taught him to work until a job was done—when a farmer's "yea" needed no written contract to attest to its reliability—when the ringing of the phones on a party line linked families in a circle of triumphs and disasters—and when people washed each other's feet in a ceremony symbolizing the brotherhood of man.

"I miss," writes the author, "earthy sermons, Biblical teachings, brotherhood, roots." Professor Eby wants a religiously oriented family, integrity, and peace.

This is a fascinating book in many ways. When it is unduly sentimental, it moves you with its sentimentality. When it is trite, it convinces you with its trivia. When it is old-fashioned, it makes the old seem new.

And then—just when the reader is prepared to turn against the modern world—he remembers these words of the author: "... if the kind of world I want to live in is to be created, it cannot be created . . . by retreat into yesterday."

As Professor Eby admits, we can't *really* go home again!

D. R.

Aztec Civilization

The Aztecs: People of the Sun. By Alfonso Caso. Translated by Lowell Dunham. Norman: University of Oklahoma Press, 1958. 123 p. \$7.95.

It is a special treat for the *aficionados* of the American past that the University of Oklahoma Press has published as the fiftieth volume in its *Civilization of the American Indian Series* a new, colorful, and informative account of the Aztec

CAVEAT EMPTOR

Our country no longer follows the legal principle of *caveat emptor*. Various checks on manufacturers and merchandisers protect the purchaser. Nevertheless, the purchaser must still beware, for he must learn many things before he can earn money equal to his worth and use the money he earns effectively. He must also learn that our economy is a free economy and that we must keep it so if we are to continue enjoying its benefits. These are some of the important lessons of Lindholm and Driscoll's *Our American Economy*, published in January 1959.

This timely high-school economics text begins with a familiar aspect of our economy—a supermarket doing business as usual, and a shopping list. Using the income-flow approach as a point of departure and also as a reference point throughout, it then considers the citizen as consumer, as family head, as businessman, as worker, as taxpayer. It treats money and banking in down-to-earth terms, explores various challenges and problems, and concludes by comparing our free economy with the economies of socialistic and communistic nations.

For help in preparing your students to participate wisely in our American economy, we urge you to consider carefully the new Lindholm-Driscoll text.



**HARCOURT, BRACE
AND COMPANY**

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Chicago 2
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people, their art, customs, religion and magic. Alfonso Caso, the author, is Director of Archaeology at the National Museum of Mexico, and Director of the National Institute of Anthropology and History in Mexico.

Caso's thesis is that a "knowledge of the religion of the Aztecs is indispensable to an understanding of the indigenous soul and is fundamental to an understanding of their reactions to nature and man in the intense drama of history." With this in mind he presents the fundamental information that is available on the religion of the inhabitants of Tenochtitlán. In the process of examining the character of the Aztec religion and effects of religion on the people's activities, he also helps to develop a picture of the social, economic, and political aspects of Aztec life.

Miguel Covarrubias' forty-two drawings, reproduced in as many as six colors, and sixteen photographs complement and enhance the text.

JESSE J. DOSSICK

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Sociology

The Study of Society. By Blaine E. Mercer. New York: Harcourt, Brace and Company, 1958. 640 p.

In some respects this book appears to be merely another conventional textbook in sociology, aimed at the beginning student.

There is the familiar opening chapter on "science," "scientific method," "the social sciences," and the "science of sociology." Succeeding chapters include discussion of such matters as: culture and its learning; communications; the family; community organization; religious, political and economic organization; social status and class; and social change and planning.

However, the book is distinguished from routine texts on several counts. Instead of an aimless eclecticism, the theoretical orientation of "structural-functional" sociology is applied rather consistently (except in the chapter on population). Also the writing is lucid, economical, informed and intelligent. There cannot be too much praise for such virtues in books of this kind.

EDMUND H. VOLKART

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III. EDIT-BITS

... Sociologists will be interested in Bertram Karon's investigation of the effects of culture on "the Negro personality." (*The Negro Personality*, Springer, \$4.50.) As a result of his findings, Dr. Karon rejects the argument that the southern Negro who lives in "a self-consistent culture" is not distributed by caste sanctions. According to Dr. Karon, people "who have been sincerely convinced that the caste system was good for Negroes, or that, at worst, it did them no harm" must either reappraise their viewpoints or blind themselves to facts.

... Teachers in search of teen-age reading material on the Civil War are referred to *Swords, Stars and Bars* by Lee McGiffin (E. P. Dutton, \$2.95). Here are colorful sketches of the leaders of the Confederate cavalry: John S. Mosby, "The Rebel Robin Hood"; Jeb Stuart, "The Laughing Cavalier"; "Fightin' Joe" Wheeler, and others.

... This department is looking forward eagerly to the publication this spring of Merle Curti's study of an American frontier community. Professor Curti's book (to be published by Stanford University Press) promises to "test" the Frederick Jackson Turner theory of "pioneer democracy."

... Wayne Vasey's *Government and Social Welfare* (Henry Holt, \$5) describes for college students the roles of our federal, state, and local governments in providing welfare services. Such books are welcome reminders that even while Americans reach for the moon, they still have responsibilities here on earth.

... Our nomination for the most confusing sentence of recent years can be found in John Gunther's *Inside Russia Today* (Harper and Brothers, \$5.95). Mr. Gunther reports: "Khrushchev's Russia is radically different from what preceded it, although basic and essential characteristics of the system remain the same."

... Finally, we hope that those who are disturbed by the rising prices of books will never examine the advertisements that appeared in *Social Education* for 1940. Figures for that year are too startling for the high-strung scholar. To take just a few examples: Kidger's *Problems of American Democracy* was advertised at \$1.68; and *In a Democracy* by Angell and Wilcox could be bought for as little as \$1.32! Remember?



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